GENERAL REPORT

PUBLIC INSTRUCTION IN BENGAL,

FOR

1881-82.

Calcutta:
PRINTED AT THE BENGAL SECRETARIAT PRESS.
1883.

INDEX

TO THE REPORT ON PUBLIC INSTRUCTION IN BENGAL.

	Page.
GENERAL SUMMARY	1
CONTROLLING AGENCIES	8
UNIVERSITY EDUCATION	12
Attendance in colleges for general education	12
Expenditure " " "	13
First Examination in Arts	16
Distribution of senior scholarships	18
Special senior scholarships for girls	19
B. A. Degree Examination	2
M. A. " "	21
COLLEGE REPORTS—	
Presidency College	23
Sanskrit "	24
Hooghly "	25
Dacca "	25
Kishnaghur "	26
Patna "	26
Ravenshaw " (Cuttack)	27
Rajshahye "	27
Berhampore "	27
Midnapore "	28
Chittagong "	28
College Department of the Bethune School	28
General Assembly's Institution	28
Free Church Institution	28
St. Xavier's College	29
London Mission College	29
Doveton College	29
City College	29
Maharajah's College (Burdwan)	29
SECONDARY EDUCATION	29
Secondary schools	30
Attendance and expenditure in schools of secondary instruction	30
High English schools	31
Entrance Examination	32
Government High schools	33
Aided "	38
Unaided "	39
Distribution of junior scholarships	41
Special junior scholarships for girls	42
Middle English schools	42
" " scholarship examination	45
" vernacular schools	46
" " scholarship examination	48
PRIMARY EDUCATION	49
Upper primary schools	51
" " scholarship examination	51
Lower " schools	53
Progress of primary education in Presidency Division	58
" " Burdwan "	61
" " Rajshahye "	64
" " Dacca "	67
" " Chittagong "	69
" " Patna "	71
" " Bhagulpore "	73
" " Chota Nagpore "	76
" " Orissa "	78
" " " Tributary Mehals	80
Lower primary scholarship examination	81

	Page.
EDUCATION OF EUROPEANS AND EURASIANS	88
FEMALE EDUCATION	92
SPECIAL INSTRUCTION	98
Attendance and expenditure in schools for special instruction	99
Law	99
Medicine	101
Medical College, Calcutta	101
Medical schools	102
ENGINEERING—	
Seebpore Engineering College	103
Survey Schools	104
Industrial Schools	104
School of Art	104
Art Gallery	105
Normal Schools	105
Madrassas	108
Other Schools	111
Sanskrit Title Examination	111
Agricultural Scholarships	112
Commercial Schools	112
SCHOLARSHIPS	112
EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE	113
SCHOOL-BOOKS	114
GENERAL STATISTCS—	
EDUCATION, GENERAL FORM 1—	
Return of Colleges, Schools, and Scholars in the Lower Provinces of Bengal for the official year 1881 82	117
EDUCATION, GENERAL FORM 2—	
Return of Colleges, Schools, and Scholars in the Lower Provinces of Bengal for the official year 1881-82	118 to 119
EDUCATION, GENERAL FORM 3—	
Return of expenditure on Educational Establishments in the Lower Provinces of Bengal for the official year 1881-82	120 to 121
EDUCATION, GENERAL FORM 4—	
Return showing the Results of Prescribed Examinations in the Lower Provinces of Bengal during the official year 1881-82	122
Return of the Class of Instruction at the Schools in Bengal for the year 1881-82	123

REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

1881-82.

I.—GENERAL SUMMARY.

THE present report is submitted late, owing to causes with which the Government is acquainted In the later months of the year under report, my time was engrossed by the work of the Education Commission, of which I had been appointed a member without being relieved of my other duties—a relief which the official members from other provinces enjoyed. After the Commission dispersed in April, I was placed by the President in charge of the considerable business that still remained to be done in Calcutta. During the same time I had to carry on the work of two important Committees, of which I had been appointed Chairman by the Government of India—the Committee for the revision of Educational Forms, and the Committee for the preparation of a Draft Code for European Education. The latter occupied me fully until July, when the report of the Committee was submitted to the Government of India. In further accordance with the general recommendations made by that Government for the despatch of the business devolving on the several Provincial Committees of the Education Commission, the Government of Bengal appointed Mr. Garrett, then on leave, to be my Personal Assistant, with effect from the 1st of August, the date on which he was expected to return to duty. Mr Garrett, however, obtained an extension of leave on medical certificate until November, and a further extension until January; so that I was deprived of the assistance which his appointment on the date originally fixed would have supplied. Relief was subsequently afforded me by the appointment in September of Babu Radhika Prasanna Mookerjea, Assistant Inspector, to the special duty of preparing the materials for the present report, and I am glad to have the opportunity of acknowledging the extremely careful and thorough way in which he has discharged this duty, thus relieving me of a great mass of detailed work. I have also, and in a still fuller measure, to acknowledge with gratitude the great assistance that I have received from Babu Bhoodeb Mookerjea, C.I.E., Inspector of Schools, and a member of the Education Commission, without whose cordial, sustained, and most valuable co-operation in the work assigned to the Provincial Committee of Bengal, it would have been quite out of my power to keep up with the manifold duties devolving on me.

In addition to the causes of delay above enumerated, must be specified the increasing pressure of the ordinary duties of my office, which in 1880, and again in 1882, necessitated a large increase of establishment. It must also be noticed that the information required by the Education Commission for the year 1881-82 was of so varied and detailed a character that the inquiries which the local officers had in consequence to make, and of which they were only informed after the close of the year, necessitated a general postponement of the subordinate departmental reports until long after their due date.

2. The year 1881-82, like its recent predecessors, has been marked by a large and general increase in the number of schools and pupils, chiefly, though by no means exclusively, due to the continued development of the system of

GENERAL SUMMARY

primary instruction The following summary includes every school that has furnished returns.

Class of instruction		1881 Schools	1881 Pupils	1882 Schools	1882 Pupils
University	Colleges ...	20	2,526	22	2,745
Secondary	High English schools	218	42,558	217	45 597
	Middle „ „	588	35,348	627	39,057
	„ Vernacular „ ..	1,028	54,208	1,050	56,441
Primary . .	Upper Primary schools	1,701	59,318	1,944	68,598
	Lower „ „	41,699	701,568	48,844	812,339
Special		1,425	13,536	4,383(a)	60,850(b)
Female .		928	19,427	1,042	21,018
	Total	47,507	928,489	58,079	1,106,645

(a) Inclusive of 4 275 indigenous schools of special instruction
(b) Ditto of 50 918 pupils attending 4 275 indigenous schools

3. There has therefore been a total gain of 10,572 schools and 178,156 pupils, with which the increase of the last few years may be compared:—

	Schools	Pupils
In 1878 a gain of	4,740	52,049
„ 1879 „ . ..	7,060	86,307
„ 1880 „	6,098	91,323
„ 1881 „ ..	8,131	109,459
„ 1882 „	10,572	178,156

or a gain in five years of 36,600 schools and 517,000 pupils. That we are now approaching the limits of the indigenous system of education, and bringing all existing schools within the ken of the Department, may be gathered from the results of the census of 1881, which showed 1,035,668 persons as being under instruction in Bengal These returns, which were supplied by agents and under methods different from those of the Education Department, furnish results which lie midway between the departmental returns of 1881 and 1882, and thus afford a striking confirmation of the general accuracy of both.

4. The population of Bengal, excluding Cooch Behar, Hill Tipperah, and the Feudatory States of Chota Nagpore, of which the schools are not included in our returns, is, by the last census, 68,160,598, of whom 33,917,217 are males and 34,243,381 are females. Of the scholars on our returns, 1,063,108 are boys and 43,537 are girls If, for convenience of comparison, the proportion of children of a school going age be reckoned at the usual rate of 15 per cent., a slight calculation will show that of all the boys of school-going age more than one in five is at school; of the girls, one in 118 is at school. It may be mentioned, however, that the Bengal Provincial Committee have come to the conclusion that 12 per cent of the population more nearly represents the proportion of children that should be found at school at any given time, when the whole population is being educated. If that conjectural emendation be adopted, it will follow that of the boys to be educated one in four is at school, and of the girls one in 95.

5. On an examination of the foregoing table, the following summary results appear The number of colleges has increased by two, both unaided, namely, the Maharajah's College at Burdwan and the Albert College in Calcutta. There is also an increase of 219 in the number of collegiate students, of whom 94 belong to the two new colleges. There has been a loss of one high English school, but the considerable gain of 3,039 pupils. Middle English instruction shows a gain of 39 schools with 3,709 pupils, and middle vernacular a gain of 22 schools and 2,233 pupils. In accordance with the orders of Government conveyed in the Resolution on the last report, lower vernacular schools have this year been included in the primary system, under the name of "upper primary schools." They show a gain of 243 schools and 9,280 pupils. In primary (henceforward called lower primary) schools, there has been an increase of 7,145 schools and 110,771 pupils. The figures under "special instruction" need explanation. For two years past, indigenous tols and maktabs, in which the course of instruction is in no way determined by departmental standards, have been included under this head. Last year it was also thought convenient, in order to bring out more clearly the progress made in the sphere of primary education properly so called, to transfer to the same head of special instruction

those indigenous patshalas in which the course of studies was similarly unaffected by the text-books and standards of the Department; the term "primary schools" being confined to those which either sent pupils to the departmental examinations, or adopted in any degree the departmental standards. This accounts for the increase of 2,908 schools and 47,314 pupils, who would have been entered in the previous year under the head of primary instruction. Under special instruction as properly recognised by the Department, that is, schools of technical or professional training reading for departmental standards, there is an increase of three schools, including a law class, a normal school, and a school of engineering, and of 431 pupils. Female education in schools for girls shows an increase of 214 schools and 1,591 pupils; but the number of girls in schools of all classes has increased by 10,319 pupils.

6. In the following table the schools are classified as Government, aided or unaided:—

Class of Instruction	1881		1882	
	Schools	Pupils	Schools	Pupils
Government schools and colleges	303	29,775	327	32,079
Aided " "	40,490	777,173	51 510	966,070
Unaided " "	6,714	121,541	6,242	108,496
Total	47,507	928,489	58,079	1,106,645

7. The increase of 24 in the number of Government schools is distributed over three high, 11 middle vernacular, and nine upper primary schools, and one normal school. Of the high schools, two are the Nizamut College and School at Moorshedabad, the cost of which has, under recent orders of the Government of India, been transferred to Provincial revenues, and the third is an endowed school in a backward locality transferred to Government management. Of the middle vernacular and upper primary schools, seven are model schools that were temporarily closed on transfer, and have now been reopened in backward places, and the remaining 13 are due to the inclusion in the returns of four schools in the Tributary Mehals of Orissa, and of nine in the estates of Banki and Ungool, now transferred to Government. The increase of 7,020 in aided institutions has been chiefly brought about by the further development of the primary system already noticed. In aided schools of higher organisation, there has been a gain of six high, 24 middle English, 22 middle vernacular, and 215 upper primary schools. Unaided institutions, the bulk of which are those patshalas, tols, and maktabs which owe nothing to the Department, and which are therefore known as schools of non-organised instruction, show some decrease, which merely implies that the number of newly-discovered institutions of this class furnishing returns to the departmental officers falls short of the number of those that have been brought under some sort of inspection or control. Of the more fully organised schools, a considerable number have received grants-in-aid during the year, with the result that, while there is an increase of 15 middle English schools of the unaided class, there is an apparent loss of 10 high and 11 middle vernacular schools There is also an addition of one law class reading for the B. L. degree, which has been opened in connection with the Metropolitan Institution and is largely attended; and of one school of engineering at Bankipore, supported from a fund raised in honour of the Prince of Wales' visit to Behar.

8. The following table compares the expenditure for the year with the budget provision, the figures having been supplied by the Accountant-General. They refer only to amounts paid from or into the Government treasuries:—

Budget Head of Expenditure	Sanctioned estimate, 1881-82	Actuals, 1881-82
	Rs	Rs
Direction and inspection	4,43,200	4,46,321
Government colleges, general and special ...	4,71,100	5,05,859
Government schools	6,53,000	6,65,475
Grants-in-aid—		
For secondary and superior instruction	4,25,000	4,42,441
For primary instruction . ..	5,00,000	4,87,196
Scholarships	1,60 000	1,61,408
Miscellaneous . . .	37,700	28,984
	26,90,000	27,37,684
Less receipts ...	5,12,000	5,47,964
Net Government Expenditure ..	21,78,000	21,89,720

GENERAL SUMMARY

9. The expenditure for the year exceeded the original estimates by Rs. 48,000, to be reduced to Rs. 44,000 if account be taken of expenditure subsequently sanctioned under orders of Government. On the other hand, the receipts of the Department exceeded the estimate by Rs. 36,000; so that the net excess of expenditure over the estimates is reduced to about Rs. 8,000. Again, this excess wholly disappears if it is remembered that under the net grant system, Government schools have at their credit large sums of money, from which expenditure may be sanctioned in the course of the year without separate budget provision. It will be seen that the expenditure in Government schools has exceeded the estimate by over Rs. 12,000, all of which has been paid out of the surplus balances at credit of these schools for books, furniture, repairs of buildings, and the like legitimate objects. As to the absolute excess of expenditure over the amounts sanctioned, it may be remarked that the estimates framed by the Department are liable to be reduced, under the head of "probable savings," by conjectural amounts based on the expenditure of previous years; and that such savings are not always realised. Thus, under first grade colleges, "probable savings" in the salaries of professors were anticipated by the Accountant General to the amount of Rs. 16,700, and the estimates were accordingly reduced by that amount. Owing, however, to causes to be specified hereafter, the original estimate was actually exceeded. Again, the departmental estimate of Rs. 4,50,000 for grants-in aid, based on my knowledge of the grants in actual currency, was similarly reduced by Rs. 25,000; while the actual expenditure amounted to Rs. 4,42,000. On the other hand, the increased grant of Rs. 5,00,000 for primary schools was not fully spent in the first year, and there was a saving of Rs. 13,000 under this head; while there was a further saving of Rs. 9,000 under miscellaneous charges.

"Fees and fines" in Government colleges (Rs. 1,55,000) are in close accordance with the estimate of Rs. 1,54,000; while the fee receipts in Government schools (Rs 2,93,000) exceeded the estimate by Rs 10,000. The estimate of Rs. 7,500 for the fees of law-classes has been just doubled. "Contributions" (Rs. 18,000) and "Interest on Government securities" (Rs. 9,000), which are generally susceptible of a fairly accurate forecast, are worse than the estimates by Rs. 12,000; but on the other hand "Miscellaneous" has exceeded the estimate by Rs. 14,000, and it is not improbable that receipts may in certain instances have been credited under the wrong heads.

10. The following table compares the expenditure for two years taken from the departmental returns. The class of instruction, and not the budget head of expenditure, is here made the basis of classification; and the whole expenditure, private as well as public, connected with education is shown, including the expenditure in aided and unaided schools, and also including the receipts and charges of medical education, and charges for school buildings, which are not provided for in the estimates of this Department:—

	Year ending 31st March 1881		Year ending 31st March 1882	
	Government expenditure (Net)	Total expenditure	Government expenditure (Net)	Total expenditure
	Rs.	Rs.	Rs.	Rs
University		55,000		56,000
Collegiate	2,44 000	4,56,000	2,77,000	5 24,000
Secondary instruction	5,10,000	18 30,000	5 58,000	19,21,000
Primary "	4,01 000	17 77,000	4,78,000	20 11 000
Female "	90 000	3,02,000	1 00 000	3,45,000
Special " ...	4,09,000	5,31,000	3,95,000	(a) 6 55,000
Scholarships ...	1,55,000	1,73,000	1,57,000	1,78,000
Buildings ...	2,18,000	2,48,000	2,12,000	2,40,000
Miscellaneous ...	22,000	31,000	35,000	42,000
Superintendence ...	4,28,000	4,28,000	4,38,000	4,40,000
Total ...	24,77,000	58,31,000	26,50,000	64,12,000

(a) Inclusive of expenditure on indigenous pathsalas, tols, and maktabs

11. The Government expenditure for the year has increased by Rs. 1,73,000, and the private expenditure by Rs. 4,08,000. The proportion paid by Government to the total cost of education (including expenditure on buildings), fell from 42·5 per cent. to 41·3 per cent. The expenditure on collegiate instruction has increased by Rs. 68,000, of which Rs 33,000 were paid by

Government and Rs. 35,000 from private sources. The increase in Government expenditure was chiefly due to increased charges for the salaries of professors, of whom an unusually large number were absent on furlough in the previous year; and there were other special causes, of which a detailed account will be found in the proper place. The proportion of Government expenditure to the total cost of collegiate education has, however, fallen from 53·5 to 52·7 per cent. Under secondary instruction, including high and middle schools, there has been a total increase of Rs. 91,000, of which Government contributed Rs. 48,000; this latter increase being mainly due to the transfer to Government management of the Nizamut College and school at Moorshedabad, the exceptionally high cost of which, amounting to Rs. 32,000, is now met from provincial revenues, on the abolition of the Nizamut Fund. An additional grant of a lakh of rupees was made last year for primary education, and out of the total grant of Rs. 5,00,000, the expenditure amounted to Rs. 4,78,000; or, according to the Accountant-General's statement, to Rs. 4,87,000. The additional contributions of the people towards the support of the pathsalas newly aided and brought on the returns, amounted to Rs. 2,34,000. Under female instruction, there has been an increase of Rs. 10,000 in Government and Rs. 43,000 in private expenditure. The apparent decrease in the Government expenditure on special instruction is merely nominal, and arises from the transfer of the cost of the Mohsin Madrasas from "provincial revenues" to "endowments." There has really been an increase of Rs. 10,000 under this head, of which Rs. 6,500 have been spent in the Engineering College at Seebpore, the total cost of which was nearly Rs. 50,000; Rs. 3,500 in medical schools, and Rs. 2,500 in normal schools; against certain minor savings.

12. The following table sums up the statistics of attendance and cost in all classes of schools for general instruction, whether Government, aided or unaided. A similar statement for colleges will be found under its proper head :—

Class of Schools.	Number of schools.	Average roll number throughout the year.	Average daily attendance.	Percentage of attendance on roll number.	Average yearly cost of each pupil. To Government.	Average yearly cost of each pupil. Total.	Percentage of Government cost on total cost.
					Rs A. P.	Rs A. P.	
High English Schools—							
Government	51	266	212	79 7	12 5 2	34 10 2	35·5
Aided	104	121	94	78 2	5 15 11	31 15 4	18·7
Unaided	62	245	211	85 8	..	9 4 1	
Total High English Schools	217	190	155	81·5	.....		
Middle English Schools—							
Government	10	117	88	75·6	20 5 10	32 12 6	62 1
Aided	479	56	43	75 9	4 15 3	15 6 0	32·2
Unaided	138	50	39	78 6	....	8 1 3	.....
Total Middle English Schools	627	56	43	76 4	.....	.	.. ..
Middle Vernacular Schools—							
Government	183	51	39	75·8	5 7 6	8 9 6	63 6
Aided	791	47	36	77 5	2 12 4	7 10 8	36·1
Unaided	76	50	40	79 5	.. ...	5 14 5	.....
Total Middle Vernacular Schools	1,050	48	37	77 3	. ...	.. ...	... ..
Upper Primary Schools—							
Government	18	31	21	66 2	3 12 6	3 13 10	97 9
Aided	1,847	32	25	79 7	1 10 11	3 9 11	46 5
Unaided	79	33	22	66 9	.... .	3 11 2	.....
Total Upper Primary Schools	1,944	32	25	79 06	.....	.....	.....
Lower Primary Schools—							
Government	10	23	16	70 9	4 2 7	4 6 5	94·5
Aided	44,606	14	12	84 6	0 9 2	2 8 7	22 5
Unaided	4,228	11	10	86 4	... ..	2 6 2	...
Total Lower Primary Schools	48,844	14	12	84 7	.....	...	....

13. The percentage of daily attendance to the monthly roll-number shows a general, if slight, improvement. In a well-organised school, under good discipline and management, an average attendance of 80 per cent. of the scholars throughout the year is satisfactory, all causes of absence being taken into account; and if that limit be approached, small fluctuations from year to year, like that observable in Government high schools, in which the attendance has fallen from 81·3 to 79 7 per cent., call for no special comment. The attendance in middle schools, English and vernacular, still

GENERAL SUMMARY

falls short of that limit; and it is obvious that there must be a considerable number of such schools in which the attendance is deplorably low. If it be remembered that the Government vernacular schools, primary and middle, are set up in the most backward parts of the country, the fact that the attendance of their pupils is less regular than in aided schools need excite no surprise. The figures of attendance for lower primary schools, aided and unaided, though they are less extravagant than those of the previous year, and in that respect mark an improvement, are still so high as to show that registers of attendance in schools of this class have as yet little statistical value. As was remarked last year, however, they serve the purpose of training village school teachers in the elements of school organisation

14. The average yearly cost of each pupil in Government high schools has considerably increased The increase arises from the inclusion of the Nizamut College and school under this head; these two institutions having, as before explained, been transferred to Government management. The consequent addition of Rs 32,000 to the Government expenditure has, notwithstanding the large increase of pupils throughout schools of this class, raised the average cost of each pupil from Rs. 10 to Rs 12-5. If these two schools be excluded from the computation, the cost of each pupil will be found to have fallen below Rs. 10. The high average of cost in Government middle English schools is due to the inclusion of the Kurseong boarding school for Europeans and two boarding schools in the Hill Tracts of Chittagong, all of which are maintained at considerable expense. The cost in aided middle English schools has fallen from Rs. 5-4 to Rs. 4-15 for each pupil, a decrease which is due to the general establishment of these schools on a vernacular basis, and the entertainment of a cheaper staff of teachers. The cost in middle vernacular schools, in which the same course is taught with the exception of English, is only Rs. 2-12 a pupil. The difference, large as it is, is sufficiently explained by the fact that English schools include the best and most expensive, as vernacular schools include the weakest, of their class, many of the latter being merely village pathsalas; and again, that the English master is usually the most highly paid of the teachers in a middle school Government primary schools are established as pioneers of education in the most backward places of Bengal, and in them Government practically pays the whole cost. Still it is to be noticed that in lower primary schools of this class, fee-receipts have during the past year risen from 1 to 5½ per cent. of the total expenditure. Under the primary system as now developed, an upper primary school for boys costs Rs. 116 a year, of which Government pays Rs. 54 and the people Rs. 62. A lower primary school costs Rs. 37 a year of which Government pays Rs. 8½ and the people Rs. 29, besides the customary contributions in kind, which are not shown in the returns.

15. The proportion of Hindus to Mahomedans in schools of all classes is shown below :—

		Hindus		Mahomedans	
	Total number of pupils	Number of pupils	Percentage of pupils	Number of pupils	Percentage of pupils.
Arts colleges ...	2,745	2,530	92 1	106	3 8
High English schools	46,337	39,505	85 2	3,875	8 3
Middle „ „ ..	41,347	32,528	78 6	5,057	12 2
Middle vernacular „ .	56,968	48,552	85 2	7,741	13 5
Upper primary „	75,627	61,553	81 3	11,625	15 3
Lower „ „	822,771	594,481	72 2	207,161	25 1
Professional colleges ..	747	604	80 8	14	1 8
Technical schools	836	656	78 4	142	17·
Normal schools ...	1,048	585	55 8	55	5 2
Indigenous schools	56,918	31,563	55 4	25,045	44

16. In all schools taken together, the number of Mahomedan pupils has increased from 18½ and 20 per cent. in 1880 and 1881, to 22½ per cent. in 1882. As in the previous year, the increase is greatest in primary schools, in which out of 120,000 additional boys, 51,000 are Mahomedans, the percentage of pupils of that creed being thus raised from 22 to 25. The proportionate increase is, however, much higher in lower than in upper primary schools; and indeed it is only too obvious from the table how rapidly the percentage of Mahomedan pupils falls in schools of the higher classes, though even in them the

proportion is slightly better than in the previous year. In Arts colleges, though the percentage of pupils has fallen, there is an actual increase of 12 in their number. In professional colleges there is a loss of seven Mahomedan pupils; eight having disappeared from law classes, and one more having joined the Seebpore Engineering College; but as in the previous year, there is no Mahomedan student in the Medical College. As regards special instruction of a lower class, the attendance of Mahomedan pupils has somewhat increased in surveying, industrial, and normal schools, but has greatly declined in vernacular schools of medicine; one Mahomedan has also joined the School of Art.

17. The classification of pupils according to their progress in all schools of general instruction is shown in the following table. The *higher stage* includes pupils in the first two classes of high schools; the *middle stage* includes pupils in the lower classes of these schools, and in the higher classes of middle schools down to the point at which primary instruction ends; the *upper primary stage* includes the higher section, and the *lower primary* the lower section, of primary schools; these last being again divided into those who can, and those who cannot, read a printed book :—

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	Higher Stage			Middle Stage.			Upper Primary Stage.			Lower Primary Stage.						Total.		
												Higher section.			Lower section.					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
High English	223	46,337	7,714	104	7,818	19,737	212	19,949	8,868	187	9,055	7,177	204	7,381	2,095	39	2,134	45,591	746	46,337
Middle English	657	41,347	15	15	30	8,331	459	8,790	9,527	482	10,009	13,181	828	14,009	7,816	693	8,509	38,870	2,477	41,347
Middle Vernacular ...	1,065	56,068	64		64	9,354	69	9,423	11,640	85	11,725	17,738	434	18,172	17,060	524	17,584	55,866	1,112	56,968
Upper Primary ...	2,268	75,627	...	...	...	541	14	555	11,326	1,446	12,772	26,358	2,934	29,292	28,499	4,509	33,008	66,724	8,903	75,627
Lower Primary	49,511	822,771	...	...	...	51	1	52	7,350	119	7,469	309,158	6,774	315,932	477,149	22,169	499,318	793,708	29,063	822,771
Total	53,724	1,043,050	7,793	119	7,912	38,014	755	38,769	48,711	2,319	51,030	373,612	11,174	384,786	532,619	27,934	560,553	1,000,749	42,301	1,043,050

18. An analysis of the foregoing table shows that the percentage of boys in all schools who are in the higher stage of instruction is ·8, and of girls ·3; in the middle stage, of boys 3·8 and of girls 1·8; in the upper primary stage, of boys 4·8 and of girls 5·5; in the higher section of the lower primary stage, of boys 37·3 and of girls 26·4; and in the lower section of the same stage, of boys 53·3 and of girls 66. It also shows that the high and middle schools of Bengal are also genuine primary schools, and that the bulk of their pupils are in the primary stage; namely, in high schools, 20 per cent in the upper and 20 per cent in the lower primary stage; in middle English schools, 24 per cent in the upper and 54 per cent in the lower, and in middle vernacular schools, 20 per cent in the upper and 63 per cent in the lower.

19. The number of pupils in all classes of institutions, aided and unaided, is here shown for each division—

Division.	Colleges.		Secondary Schools.		Primary Schools.		Special Schools.		Indigenous Schools.		Total.	
	1881.	1882.	1881.	1882.	1881.	1882.	1881.	1882.	1881.	1882.	1881.	1882.
Calcutta	1,969	2,201	17,829	17,315	5,869	6,844	527	568	...	179	26,194	27,107
Presidency	179	167	26,147	26,452	103,905	114,556	422	88		2,949	130,653	144,211
Burdwan	416	464	25,537	25,864	196,963	199,587	1,465	336	..	4 686	223,771	230 937
Rajshahye	69	72	11,760	12,787	42,935	49,907	539	190		963	55 303	63,219
Dacca ..	287	328	24,117	26,752	70,558	90,722	1,914	535	...	28,134	96,890	146,471
Chittagong ...	13	17	7,192	7,705	55,574	101,944	418	356		4,217	63,197	114,290
Patna . . .	203	197	12,717	14,211	120,432	120,287	5,315	510		12,252	138,587	147,457
Bhagulpore	.....	... ..	5,470	5,900	73,366	82,160	1,088	85	.....	1,349	80,524	89,493
Chota Nagpore	.	..	3,014	3,226	27,967	29,315	275	351	.....	1,263	30,256	34,155
Orissa	52	46	3,296	3,644	78,796	90,934	291	180	.....	1,583	82,438	96,387
Orissa Tributary Mehals	.....	....	. .	727	..	12,143	.....	6	.....	143	... .	13,019
Total	3,188	3,492	137,082	144,052	775,345	893,398	12,874	3,185	.....	55,918	938,489	1,106,645

II.—CONTROLLING AGENCIES.

CONTROLLING AGENCIES

20 The following changes have taken place in the staff of superior inspecting officers since the date of the last report. Mr. Garrett, Inspector of the Presidency Circle, was granted special leave for six months (since commuted to furlough for eleven months) with effect from the 22nd February 1882, and Mr. Nash, Professor in the Presidency College, was appointed to act for him. In the following March Mr. Tawney, Principal of the Presidency College, left India on furlough for two years, when Mr. Bellett, Inspector of the Rajshahye Circle, was appointed to act as Principal, and Dr. C. A. Martin, Inspector of the Eastern Circle, was placed in temporary charge of the Rajshahye Circle, in addition to his own duties. In connexion with these changes Baboo Dina Nath Sen, Joint Inspector of the Chittagong division, was transferred to Dacca, and associated with Dr. Martin in the educational control of the two divisions constituting the Eastern Circle Towards the close of the year Assistant Inspectors were sanctioned for the Presidency and Patna divisions; Baboo Radhika Prasanna Mookerjea, Assistant Inspector of the Bhagulpore division, being transferred to the Presidency, Baboo Mathura Nath Chatterjea, M.A., Lecturer in the Dacca College, being sent in his place to Bhagulpore, and Mr. E. Tiery, Head-master of the Chuprah zillah school, being placed in charge of the Patna division These last changes were carried into effect some time after the close of the year.

21. The duties of the several grades of controlling officers of the Department as explained in the last general report, are defined in the Government Resolution of the 29th July 1878. The Director is responsible to Government for the state of education of every kind—collegiate, secondary, and primary. Collegiate education is under his immediate control; secondary and primary education under that of the Circle Inspector and the Magistrate respectively. The Circle Inspector is the chief local administrative officer of the Department, who is immediately responsible for the state of secondary education in his circle. It is also his duty to watch and report on the progress of primary education. The Joint Inspector occupies within his division the position of a Circle Inspector, subject to certain limitations of authority with regard to appointments in zillah schools and the distribution of grants-in-aid, matters which are reserved for disposal by the Inspector. The duties of an Assistant Inspector are not rigidly defined; but the Inspector whose assistant he is may employ him in duties as varied as those of a Joint Inspector, or may delegate to him certain departments of work. The Magistrate, with whom the District Committee is associated as a consultative body, is immediately responsible for the state of primary education, including the administration of the primary grant, the award of lower primary scholarships, and the control of the local training school for gurus, where such exists. He is also an *ex officio* visitor of schools of every class in his district; and his suggestions and criticisms are to receive the careful consideration of the Inspector or the Director. The duties of the District Committee, as limited by present orders, relate to the supervision of the zillah school, so far as regards its finances and discipline, the maintenance of the building, the attached hostel, and other questions which can conveniently be dealt with by a committee on the spot. The Deputy Inspector is the local educational officer entrusted with the immediate supervision of schools of all classes in his district, with the exception of the zillah school and the first-grade normal school, both of which institutions are placed, in respect of the appointment and promotion of masters and the regulation of studies, under the orders of the Circle Inspector. The Deputy Inspector is, therefore, subordinate to the Magistrate as regards primary, and to the Circle or Joint Inspector as regards secondary, education. Under recent orders, however, the Deputy Inspector is declared to be more closely concerned with secondary education, his responsibility for the condition and progress of which has lately been insisted on; his duties with regard to primary education being limited to general supervision and control, and to seeing that the orders issued to him by the Magistrate are carried out by the Sub-Inspectors. The duty of Sub-Inspectors is mostly confined to the inspection and examination of primary schools, whether for rewards or for scholarships, under the Deputy Inspector's general supervision. They are, however, sometimes authorised to visit secondary schools, and to report on their condition to the Deputy Inspector or the Circle Inspector.

CONTROLLING AGENCIES

22. The appointment of Assistant Inspectors sanctioned in the Government Resolution of the 29th July 1878 has been attended with marked success; the officers nominated in the first instance having, by their active movements in their divisions, and their careful and business-like reports on the state of education, rendered me efficient help in the administration of the Department. The Inspectors in whose circles they are working speak of them in high terms. Each of the four divisions constituting the two circles in charge of Baboo Bhoodeb Mookerjea, C.I.E., has now a Joint or Assistant Inspector of its own, namely, in the Western Circle, Baboo Brahma Mohan Mullick for Burdwan, and Baboo Radha Nath Rai for Orissa; and in the Behar Circle, Baboo Mathura Nath Chatterjea for Bhagulpore and Mr Tiery for Patna. The two divisions forming the Presidency Circle have, in the same manner, been placed under Baboo Radhika Prosanna Mookerjea and Baboo Biroswar Chakrabarti, in the Presidency and Chota Nagpore divisions respectively, with Mr. Nash as Circle Inspector. Dr. Martin has charge for the present of both the Rajshahye and Eastern Circles, and he is assisted in the Eastern Circle by Baboo Dina Nath Sen. The additions made to the staff of superior inspecting officers were demanded, not only by the general and rapid development of educational work throughout Bengal, but also by the necessity under which, owing to the frequently-recurring dearth of officers, the Government lay of placing one officer in charge of the duties of two. The requirements of European schools are now such as to occupy the full time of a separate Inspector; but the Inspector of the Presidency Circle, who, in addition to large administrative duties, had special charge throughout the year of European education, not only in his own circle, but also in Behar and in the Burdwan division, was altogether unable to do justice to the large number of high schools existing in the Presidency division. In the same way, the great development of the primary system in all the divisions under Baboo Bhoodeb Mookerjea necessitated the appointment of an Assistant Inspector for Patna.

23. In accordance with the orders of Government above quoted, under which the supervision of secondary schools is declared to be the first concern of Deputy Inspectors, considerable attention is given to this point in the departmental reports. In the Burdwan division the average number of visits paid by Deputy Inspectors to high and middle schools was 83, against 79 of the previous year; but the number varied from 40 in Midnapore, where the primary system still makes large demands on the Deputy Inspector's time, and 57 in Beerbhoom, to 93 in Bankura and 135 in Burdwan. In the Presidency division the number of inspections varied from 116 in the 24-Pergunnahs to 81 in Moorshedabad In Rajshahye, where secondary schools are few, the average of 61 visits varied from 50 in Julpigoree to 79 in Rungpore. In the Dacca division the average is as high as 105, varying from 66 in Mymensingh to 147 in Dacca. In the Chittagong division the visits varied from 46 in Noakholly to 75 in Chittagong. In the Patna division the average was 50, varying from 31 in Durbhunga, Mozufferpore, and Chumparun to 88 in Patna. In Bhagulpore the average was 54, varying from 34 in Bhagulpore district to 106 in Maldah. The schools in the last named district received more than four visits each, those of Purneah nearly four visits, those of Monghyr and the Sonthal Pergunnahs about two visits, and those of Bhagulpore a little more than one visit each. The low outturn of Bhagulpore is explained by the fact that the Deputy Inspector was on leave during a portion of the cold weather, and on his return to duty was detained at head-quarters, under the orders of the Magistrate, till the end of the year, while criminal proceedings were being taken against his predecessor. In Orissa the average was 43, varying from 19 in Pooree to 66 in Cuttack In Chota Nagpore the average was 28, varying from 13 in Singbhoom to 46 in Manbhoom' The fact is that wherever secondary education is in its infancy, and where the chief reliance has to be placed on the primary system, the Deputy Inspector has necessarily to attend more to primary than to secondary instruction. In most districts the office-work of the Deputy Inspector is of an onerous character, and detains him at head-quarters longer than is desirable; but I was not prepared to receive the announcement made by the Joint Inspector of Chittagong, that his Deputy Inspectors have to write about 2,000 letters a year. When at head-quarters, the Deputy Inspector is required to attend meetings of the District Committee,

CONTROLLING AGENCIES

to administer the primary grant under the Magistrate's orders, to prepare the statements he is required to furnish under departmental rules, to write out monthly reports and bills, to examine the diaries and bills submitted by the Sub-Inspectors, and to make arrangements for holding and superintending the departmental and other central examinations It cannot yet be said what relief will be afforded by the partial transfer of educational control to Local Boards; but it should in any case be borne in mind that the Deputy Inspector's office duties are capable of being lightened, and that it is desirable to provide him with such assistance as to allow of the rule that Deputy Inspectors should be out of their head-quarters for not less on the average than 15 days in a month, and Sub-Inspectors for not less than 20 days, being generally enforced.

24. The large increase in the number of primary schools in recent years has had the effect of rendering their inspection *in situ* by the Sub-Inspectors a matter of extreme difficulty; and though in most districts the local inspection of every pathsala is insisted on, yet in many the number is too great to admit of this, and the inspection is chiefly conducted at central gatherings. That the defects and excellences of schools thus collected are not so prominently brought out as when they are examined on the spot is freely admitted, and the remedy proposed by certain officers is a large addition to the existing staff. The proposals that have been made with this object involve, however, so serious an increase of expenditure, that I have not felt myself justified in submitting them for the orders of Government, in view of the explicit statement made in the Resolution on the last Annual Report that "moderate proposals" would alone be considered, and that no large increase was in existing circumstances possible. It may be broadly assumed that if the number of Sub-Inspectors, in those districts in which primary schools abound, were doubled and even quadrupled, it would still be impossible to secure such frequent inspection of the pathsalas as would seem to be required. To meet this difficulty, an auxiliary inspecting agency in the shape of chief gurus, model gurus, or inspecting pundits has been introduced into some districts and divisions; and it is between these two methods of increasing the agency of inspection that the choice now practically rests. Each system has its recommendations. Sub-Inspectors are better educated, more directly under the control of higher authority, their time more exclusively devoted to the work of inspection. Chief gurus are cheaper, more intimately acquainted with the circumstances of their narrower charge, more closely connected with the pathsala system. The chief guru is generally the ablest pathsala teacher in his neighbourhood, and he has to supervise about 30 pathsalas lying within a distance of five miles from his school. He is paid a small allowance of one anna for each visit to a pathsala situated in his beat. He draws no salary from Government beyond what is paid, by way of stipend, to the pathsala of which he is the teacher. He has to distribute his time between teaching his own pathsala, which is to serve as a model for the whole neighbourhood, and inspecting those subordinate to him, with which by long habit he is thoroughly familiar. His main income being that derived from his own pathsala, he is under little temptation to devote undue time to inspection. The chief gurus in some districts are reported to have inspected a large number of pathsalas *in situ*, and whatever estimate may be formed of the value of such inspection from a professional point of view, it serves in any case to keep the pathsalas at work, and their teachers under some wholesome check. The special merit claimed for the system is that the chief is a man of the same social status as the other gurus, and has means and opportunities of influencing not only the gurus, but also the parents of pupils. He is also an actual teacher, acquainted with the requirements of the pathsalas and familiar with their customary ways; and while the experience and ability which have led to his selection as chief guru enable him to speak with authority in his dealings with the subordinate gurus, his influence is naturally exerted in the direction of retaining and confirming all that is most valuable in the course of pathsala instruction. The object of Government being to raise and strengthen the indigenous system of education, and not to replace it by a foreign system of its own devising, the employment of agents, drawn from the general body of gurus, to assist it in carrying out that policy tends to establish a more intimate connexion between Government and popular education, while it

CONTROLLING AGENCIES

strengthens the confidence of the people in the system, and offers a definite object of ambition to the best of the indigenous teachers. Although some increase in the number of Sub-Inspectors is necessary, and will shortly be recommended, yet the further development of the system of chief gurus is that which seems to offer the fairest promise of success, on grounds alike of economy and of general policy.

25. From nearly every District Magistrate I have received a full report of the progress of primary education. The administration of the primary grant has been placed in the hands of these officers; and to the interest which they have shown in the work, and the alacrity with which they have generally adopted the method of payment for results, so useful in preserving and developing the indigenous system of education, must be attributed the ready acceptance of the departmental system by the people, as unparalleled as it was unexpected in its extent. The re-classification of "lower vernacular" schools as "upper primary" has brought this class of schools into more immediate relation with the Magistrate. So long as these schools were included in the secondary system, and therefore less under their control, district officers were generally averse to the elevation of lower primary schools to the upper standard. But with the change above referred to, that objection appears to have lost some of its force; and the number of aided schools of this class has been permitted to increase from 1,700 to over 1,900, all of which have grown out of lower primaries by a natural and not excessive process of development.

26. The functions of District Committees are, under present orders, much restricted. Still, they have generally done work of a very useful kind in questions connected with the administration and management of the zillah school; and they have rendered me further valuable assistance by the careful manner in which they have considered and disposed of questions on other subjects that have from time to time been referred to them. They are also the constituted advisers of the Magistrate in regard to primary education; and in many districts all matters connected with the administration of the primary grant receive full discussion by the Committee. In the Presidency Division, the number of meetings held varied from one in Jessore to four in the 24-Pergunnahs and Moorshedabad. In the latter district, and also in Jessore, the management of the primary grant is left entirely to the Magistrate. In Nuddea and the 24-Pergunnahs the Committee exercise real and considerable powers, and the Nuddea Committee have introduced many important reforms with regard to the primary grant and the system of examinations. In the Burdwan Division the number of meetings varied from one in Howrah and two in Hooghly, to six in Bankoora and 12 in Beerbhoom. The Beerbhoom Committee showed special activity on the subject of the education of Sonthals. The extension of educational facilities for Mahomedans, including a hostel, occupied the attention of the Midnapore Committee. The Moorshedabad and Beerbhoom Committees also took measures for improving the hostel accommodation at head-quarters for Hindu students. In the Dacca Division, the number of meetings in three districts was two, three, and four: in Dacca district, where the collegiate school is not under the supervision of the Committee, and the Magistrate undertakes the whole control of the primary grant, no meetings were held. The subjects of discussion in this and in the Rajshahye Division were almost exclusively confined to matters connected with the zillah school. In the Chittagong Division the meetings were one in Chittagong, three in Tipperah, and 10 in Noakholly. The meetings at Noakholly, though numerous, were chiefly occupied with zillah school business. In the districts of the Patna Division, each Committee met from one to five times, Mozufferpore being the most active. The Arrah, Gya, and Chuprah Committees were occupied with the question of increasing the zillah school accommodation, and of providing an outlet for its surplus pupils by the establishment of private schools at head-quarters. In the Bhagulpore Division, the most active Committees were those of Bhagulpore and the Sonthal Pergunnahs, which held five and nine meetings respectively. In the latter district, the question of Sonthal education occupied the attention of the Committee. In Chota Nagpore, the Manbhoom Committee held 12 meetings, and discussed at great length questions connected with the normal school and the administration of the primary grant. In the other districts the number of meetings varied from

CONTROLLING AGENCIES

three to six, and primary education occupied much of the attention of the Committees. In Orissa each Committee held four or five meetings, in which, besides the government of the zillah school, questions connected with the primary grant, the conduct of examinations, the award of primary and local scholarships, and the consideration of applications for grants-in-aid came under discussion.

III —UNIVERSITY EDUCATION.

UNIVERSITY EDUCATION

27. THE number of Government colleges was twelve, as in the preceding year, inclusive of the College Department of the Bethune Female School. Eight of these are of the first grade, teaching the full course for the B. A. degree, namely the Presidency, Hooghly, Kishnaghur, Dacca, Patna, Ravenshaw, and Rajshahye Colleges, and the Bethune School. The remaining four are second-grade colleges, teaching up to the First Examination in Arts. The aided colleges are five, as in the year before. Of these, three teach the full college course, while the Doveton and the London Mission Colleges teach to the standard of the First Arts examination only; though arrangements are now in progress for opening third and fourth year classes at both these institutions. There is an addition of two to the number of unaided colleges, the Maharaja's College, Burdwan, and the Albert College, Calcutta, having been established under the management of native gentlemen, and affiliated to the University up to the First Arts standard. The Bishop's College, Calcutta, which is a theological institution affiliated in Arts to the University, may also be placed on the list of unaided colleges. The Baptist Mission College at Serampore has for two years furnished no returns to the Department. The number of its students in 1880 was 9. The Metropolitan Institution is the only unaided college which regularly teaches the full University course in Arts, although the Bishop's College occasionally sends pupils to the examination for the B. A. degree.

28. The following statements give the usual information regarding attendance and expenditure:—

Statement of Attendance in Colleges for General Education

COLLEGES—GENERAL	Monthly fee	Number on the rolls at the end of the year				
		1878	1879	1880	1881	1882
	Rs					
Government—						
Presidency College	12	329	349	336	344	374
Sanskrit ,,	5	36	35	34	54	68*
Hooghly ,,	6	208	180	155	194	194
Dacca ,,	6	129	146	187	257	290
Kishnaghur ,,	5	105	79	75	80	56
Berhampore ,,	5	39	26	20	33	36
Patna ,,	6	108	114	140	162	160
Ravenshaw ,, Cuttack	4	39	36	31	40	38
Rajshahye ,,	3	41	59	66	63	55
Midnapore ,,	5	17	21	23	15	11
Chittagong ,,	3	15	13	10	13	17
Bethune Girls School					5	6
Total		1 066	1,058	1 086	1 260	1 305
Aided—						
General Assembly's College, Calcutta	5	333	296	301	501	484
Free Church College, Calcutta	5	99	98	09	145	221
St Xavier s ,, ,,	6	105	94	86	84	72
Doveton ,, ,,	5	18	22	27	28	55
London Mission College Bhowanipore	5	60	57	47	50	63
Total		615	567	590	808	895
Unaided—						
LaMartiniere Calcutta			8	4	20	7
Metropolitan Institution, Calcutta		220	248	328	380	341
City College Calcutta					58	103
Maharaja s College, Burdwan						52
Albert College, Calcutta						42
Total		220	256	332†	458	545
GRAND TOTAL		1,901	1,881	2 008†	2,526	2,745

* Inclusive of 23 students studying for the Sanskrit Title Examination

† Exclusive of 9 students in the Baptist Mission College, Serampore

Statement of Expenditure in Colleges for General Education.

Colleges—General	Number on the rolls on the 31st March 1882	Average monthly roll number	Average daily attendance	Expenditure in 1881-82			Cost per Annum for each Student *		
				From State Funds, &c	From fees, &c	Total.	From State Funds, &c.	From fees, &c.	Total.
Government—				Rs.	Rs	Rs	Rs A P	Rs A P.	Rs A P
Presidency College	374	335	297	71,995	48 503	1,20,498	214 14 6	144 12 7	359 11 1
Sanskrit ,,	68	66	56	19,031	1,595	20,626	288 5 6	24 2 8	312 8 2
Hooghly ,,	194	180	148	34 607	12,877	47,484	192 4 2	71 8 7	263 12 9
Dacca ,,	290	230	200	21,170	18 503	39,673	92 0 8	80 7 2	172 7 10
Kishnaghur ,,	56	73	57	32,025	6,817	38,842	438 11 2	93 6 1	532 1 3
Berhampore ,,	36	32	27	10,385	1,940	12,325	324 8 6	60 10 0	385 2 6
Patna ,,	160	141	121	38 495	11,018	49 513	273 0 2	78 2 3	351 2 5
Ravenshaw ,, Cuttack	38	33	30	14,681	2,439	17,120	444 14 1	73 14 6	518 12 7
Rajshahye ,,	55	55	47	3,458	13,204	16,662	62 13 11	240 1 2	302 15 1
Midnapore ,,	11	13	10	2,780	3,848	6,628	213 13 6	296 0 0	509 13 6
Chittagong ,,	17	15	12	4,201	646	4,847	280 1 1	43 1 0	323 2 1
Bethune Girls' School	6	4	4	3,000	116	3,116	750 0 0	29 0 0	779 0 0
Total	1,305	1,177	1,009	2,55,828	1,21,506	3,77,334	217 5 8	103 3 9	320 9 5
Aided—									
General Assembly's College, Calcutta	484	470	407	7,200	48,078	55,278	15 5 1	104 6 9	119 11 10
Free Church College, Calcutta	221	163	131	5,400	25,844	31,244	33 2 0	158 8 10	191 10 10
St Xavier's ,, ,,	72	51	48	4,200	24 780	28,980	82 5 8	485 14 1	568 3 9
Doveton ,, ,,	55	27	22	2,250	9,750	12,000	83 5 4	361 1 9	444 7 1
London Mission College, Bhowanipore	63	54	39	2,400	10,887	13,287	44 7 1	201 9 9	246 0 10
Total	895	765	647	21,450	1,20,339	1,41,789	28 0 7	157 4 11	185 5 6
Grand Total	2,200	1,942	1,656	2,77,278	2,41,845	5,19,123	142 12 5	124 8 7	267 5 0

* Found by dividing the expenditure by the average monthly roll number.

29. It is seen from the first of the foregoing tables that the number of under-graduates in all colleges has increased by 219, or 8·6 per cent., against 21 per cent. in the previous year. In the Government colleges there was an increase of 45, or 3·5 per cent., in aided colleges of 87, or 10 7 per cent., and in unaided colleges of 87, or 19 per cent. Among Government institutions the Presidency and Dacca colleges show the largest increase, of 30 and 33 students respectively. There has been a steady decrease at Rajshahye and Midnapore during the last two years; and in the last year a serious decrease at Kishnaghur. At Rajshahye there was an exceptional loss of students in the second-year class, who apparently joined other colleges to read for the First Arts Examination. At Kishnaghur and Midnapore malarious fever of a bad type has now for some time prevailed, reducing the number of college students and affecting educational progress in all directions. At Berhampore there has been a satisfactory recovery of strength within the last two years. The other Government colleges remain nearly stationary. Among aided institutions, a large increase has taken place in the Free Church College, while the General Assembly's College shows a small decrease in attendance. The latter, however, still maintains its position as the most numerously attended college in Bengal; the Presidency College standing second, and the Metropolitan Institution third in point of numbers. The Doveton College appears to be fast recovering that position the loss of which led to the withdrawal of the Government grant; but it may be noticed that of its 55 pupils, only 14 were Europeans. There is likewise a satisfactory, though smaller, increase in the London Mission College. Among unaided colleges, the Maharaja's College at Burdwan and the Albert College in Calcutta have been newly opened, with 52 and 42 students respectively.

UNIVERSITY EDUCATION

The City College of Calcutta has, in the second year of its existence, taken an important place among unaided institutions; its roll-number having increased from 58 to 103, thus bringing it into a place second only to the Metropolitan Institution, also under exclusively native management. The attendance at the latter institution has declined from 380 to 341. The City College gives special instruction in drawing, music, and gymnastics, and professes to have made a beginning also with handicrafts.

30. In 1874 the number of students in all colleges was 1,083; in 1882 it is 2,745. This increase is chiefly confined to the Calcutta colleges, in which there are now 1,762 students in Arts, against 633 in 1874. Nearly all these additional students are found in the aided and other private colleges of Calcutta. The increase in the Presidency College, in which a fee of Rs. 12 a month is charged, has been only from 353 to 374 students In the Missionary Colleges, which levy a fee of Rs. 5, the numbers have increased from 280 to 895. A still poorer stratum of the literate community has been reached by the three unaided colleges of Calcutta, all of which have been opened since 1874 under the exclusive support and management of Committees of native gentlemen; the Metropolitan Institution having taken the lead in 1876, under the able direction of Pandit Ishar Chunder Vidyasagar These colleges, it is understood, charge a monthly fee of Rs. 3 only; and the need of their establishment at that cheap rate is sufficiently shown by the fact that 493 students now attend them, of whom the great majority would, but for their aid, have been unable to obtain a collegiate education.

In the mofussil there is also a large increase. In 1874 there were 450 students in all colleges outside Calcutta; in 1882 there are 960. All these are Government colleges, with the exception of the unaided Maharaja's College at Burdwan, which was opened at the beginning of 1882, and in which no fees are charged. It has now 52 students.

31. The general movement of college students was as follows:—Of 1,026 candidates in Bengal who passed the Entrance examination in December 1881, 901 joined the first-year classes of colleges for general instruction in January 1882, besides 41 who joined the Civil Engineering College in February, making a total of 92 per cent. who pursued a course of studies in the University. The corresponding numbers for 1881, 1880, and 1879 were 1,020 out of 1,184, 729 out of 768, and 671 out of 755; forming an average of just 90 per cent. The 1,020 first-year students of Arts Colleges in 1881 formed the second-year classes of 1882, and their numbers were increased to 1,135 by the re-admission of students who had been unsuccessful at the First Arts examination of 1881. The second-year students of March 1881 numbered 855; and of these 806, besides 27 teachers, presented themselves at the First Arts examination of the following December. Of the 295 who passed, 271 form the existing third-year classes of first grade colleges in Arts, and some joined the Medical College in June. The 291 third-year students of 1881, together with 82 candidates unsuccessful at the B.A. examination of January 1882, now form the fourth-year classes in Arts Colleges of the first grade. Finally, 283 (in addition to 18 teachers) presented themselves at the B.A examination of January 1882 and 95 passed, of whom 65 are now reading in first grade colleges for the M.A degree, against 57 in the preceding year. The figures given above confirm the experience of past years, and show that of the successful candidates at the Entrance examination about 90 per cent. become members of colleges, and that almost all who pass the First Arts examination read on for the degree. It is, however, interesting to note that while the proportion of B.A.'s reading for the M.A. degree was hitherto less than half, it has in the year under review risen to slightly more than two-thirds.

32. Again, of 806 candidates from colleges at the First Arts examination in December 1881, 287 passed; of the 519 unsuccessful candidates, 115 were re-admitted into the second-year classes of 1882 at the beginning of the session, while others will, as usual, be re-admitted later in the year. More than half, however, of the unsuccessful students discontinued their studies and tried to obtain employment In the same way, of the 192 who failed at the B.A. examination in January 1882, only 82 were re-admitted to the fourth-year classes at the beginning of the present session, though others will probably

join during its course, leaving probably 60 to 70 who cannot pursue their studies any longer. These two classes of unsuccessful candidates furnish a large proportion of the candidates for employment in the different lines open to them, under Government as well as in private service.

33. It is in the second and fourth year classes of Arts colleges that the increased attendance is found, the number of pupils in the other two classes being much below that of the previous year. The explanation lies in the circumstance that the results of the University Entrance and First Arts examinations of 1880 were better, and of 1879 much worse than the average, while those of 1881 were good, though not exceptionally so. The re-admissions of unsuccessful students into the second and fourth year classes showed little variation from the previous year.

34 The total expenditure upon collegiate education has increased from Rs. 4,56,125 to Rs. 5,19,123. Of this increase Government has contributed Rs 33,503, and Rs 29,495 have been provided from private funds. The increase has taken place mainly in the Government colleges, and is shared by all the colleges except those at Berhampore and Chittagong, the largest amounts being debited to the Presidency, Hooghly, and Kishnaghur colleges. An explanation of the increase in each case is given below. But broadly speaking, it may be explained that a large addition to the cost of the colleges had already been anticipated and provided for in the estimates of the year. The actual expenditure in 1880-81 upon colleges of the first grade amounted, according to the departmental returns, to Rs. 2,91,700, a sum considerably below the average, in consequence of the unusually large number of officers then absent on leave. This condition of things was not expected to recur in 1881-82, and accordingly the departmental estimates for that year provided for an expenditure of Rs. 3,23,000. Owing to the special causes stated below, these estimates were exceeded, and the actual expenditure, Government and private, upon first grade colleges rose to Rs. 3,29,800. On the other hand, the expenditure on second grade colleges, which amounted to Rs. 27,200 in the previous year, was estimated at Rs. 27,000; while the actuals for the year fell to Rs. 23,700 The Bethune College classes for girls cost the State Rs. 3,000 during the year

35. The total cost of each student in Government colleges, as determined by the average roll number, has declined from Rs. 325 to Rs. 321, the State share rising from Rs. 215 to Rs. 217 and the contributions from private sources declining from Rs 110 to Rs. 103. In aided colleges, on the other hand, the total cost of each student has been reduced from Rs. 193 to Rs. 185, the cost to the State being Rs. 28 instead of Rs. 32 and the payment from private funds being Rs 157 instead of Rs. 161. The increase in the average cost to Government of pupils at the Presidency College (from Rs. 202 to Rs 215), notwithstanding an increase in their monthly roll-number from 313 to 335, is due to increased Government expenditure on this college from Rs. 63,000 in 1880-81 to Rs. 72,000 in 1881-82. The increase arises partly from the promotion of two professors, and partly from the payment to others of certain arrears of salary, declared to be due to them under a new rule of the Financial Department. At Hooghly, where the pupils were stationary at 194, the cost of the college to Government increased from Rs. 27,000 to Rs. 34,600, arising partly from the usual increments in the salaries of graded officers, and partly from the transfer, to the accounts of the college department, of the salary of the Head Master of the collegiate school, an officer in the first grade of the subordinate educational service. The average cost of each pupil to Government rose in consequence from Rs 161 to Rs. 192. At Dacca the Government expenditure increased from Rs. 19,300 to Rs. 21,200; but as there was also a large increase in the monthly roll-number, from 172 to 230, the cost of each pupil to Government fell from Rs. 112 to Rs. 92. At Kishnaghur the Government expenditure rose from Rs. 26,600 to Rs. 32,000, owing partly to the appointment of an additional professor of the subordinate service, and partly to the college having been debited with the leave allowances of an officer of the superior service, who took furlough in India. The prevalence of malarious fever throughout the year also reduced the numbers of the college, and the average cost to Government accordingly rose from Rs. 375 to Rs. 439. At Patna, where the number of pupils shows little variation, the expenditure of the college was increased by the further purchase of scientific

UNIVERSITY EDUCATION

apparatus, and the cost of each pupil rose from Rs. 264 to Rs. 273. At Cuttack, the cost of the Ravenshaw College to Government increased from Rs. 9,900 to Rs. 14,700, owing to the decrease of local payments from Rs. 6,300 to Rs. 2,400; the guaranteed annual contribution of Rs. 4,800 to the support of the college having come to an end in the previous year; and the average cost rose in consequence from Rs 319 to Rs. 445. At Rajshahye there was a small increase in the Government expenditure, from Rs 1,900 to Rs. 3,400, and a decrease in the average roll-number from 62 to 55. The average cost to Government has therefore increased from Rs. 30 to Rs. 63, against private contributions amounting to Rs. 240 for each student.

36. Passing on to colleges of the second grade, the Sanskrit College shows a reduction in the cost of each pupil to Government from Rs. 430 to Rs. 255. There is little difference in the expenditure, but the number of students shows a considerable increase, by the inclusion of those reading for the Sanskrit Title examination, 23 in number. The conditions of this college are, however, exceptional, as only a small portion of the cost is incurred for the maintenance of the First Arts classes. If a rough separation of the two departments be made, and the cost of the English classes be distributed among those who attend them, the average cost of each student will be approximately Rs. 155 a year. Under such a separation the cost of the Sanskrit department of the college will be proportionately increased; but the justification for the maintenance of this department at a comparatively high cost rests on quite other grounds. The large decrease of cost at Berhampore, from Rs. 817 to Rs. 325, indicates that the great reductions made in 1880 in the cost of this hitherto abnormally expensive college have now had their full effect; but it still remains the most costly of the second grade colleges. At Midnapore, fever has reduced the attendance, and the Government expenditure has increased by Rs. 700, owing to grade increments. The average cost has accordingly advanced from Rs. 115 to Rs. 214 In former days this College was self-supporting, but the great loss of pupils within the last two years, combined with the necessary increase of graded salaries, has now thrown a considerable portion of the cost upon Government. Still, even under the present adverse conditions, the local payments amount to nearly 60 per cent. of the total cost. At Chittagong there is a satisfactory decrease in the average cost from Rs. 462 to Rs. 280, due to an increase in the monthly roll-number from 10 to 15. The cost of each female student in the college classes of the Bethune School is Rs. 750 a year. Among aided colleges, the Free Church College, which gained a large accession of pupils, shows the largest reduction in the cost of the education of each pupil to the State (Rs. 79 to Rs. 33). The decrease in the number of pupils at St. Xavier's College brought about a considerable increase in the average rate of Government aid (Rs. 57 to Rs. 82).

37. UNIVERSITY EXAMINATIONS.—On comparing the figures of the First Arts examination with those of the previous year, it is found that in the earlier year, of 813 candidates from colleges 311 passed, or 38 per cent., as many as 48·8 per cent. passing of candidates who appeared for the first time, and 30 per cent. of those who had previously failed; while at the examination of 1881, of 806 candidates from colleges 287 passed, or 35·6 per cent, as many as 41 9 passing of candidates who appeared for the first time, and nearly 24 8 per cent. of the unsuccessful candidates of previous years. Comparing in the same way the figures for the B.A. examinations in 1881 and 1882, we find that in the earlier examination, of 275 candidates 126 passed, or 43 per cent., 51 per cent passing of candidates appearing for the first time, and 40 per cent of the unsuccessful candidates of previous years; while in 1882, of 283 candidates from colleges, 91 passed, or 32·2 per cent, 38 per cent. passing of candidates appearing for the first time and 24 per cent of those who had failed at previous examinations. These results show that the proportion of successful to unsuccessful students still varies considerably from year to year, though the recent appointment of University Moderators, charged with the duty of preserving uniformity in the standard of examinations, has already had a sensibly good effect. On the whole, the results of the F. A. examination were 2½ per cent, and of the B.A. examination 5 per cent worse than in the previous year.

38. FIRST EXAMINATION IN ARTS.—The following table gives the details of the examination. The number of second-year students in March 1881 was

855, and of these 806 (together with 27 teachers) appeared at the examination held in the following December :—

First Arts Examination, December 1881.

Colleges	Candidates examined.	Number passed in the— First division	Second division.	Third division.	Total.
Government—					
Presidency College	77	14	13	4	31
Sanskrit ,,	21		3	7	10
Hooghly ,,	52	4	8	15	27
Dacca ,,	88	8	14	21	43
Kishnaghur ,,	22	1	2	6	9
Berhampore ,,	12	1		2	3
Patna ,,	58	5	8	12	25
Ravenshaw ,,	8	2	2	1	5
Rajshahye ,,	24		6	4	10
Midnapore ,,	6		1	3	4
Chittagong ,,	9		1	2	3
Bethune School (College classes)	1		1		1
Total	378	35	59	77	171
Aided—					
General Assembly's College	189	1	11	32	44
Free Church ,,	72	1	6	12	19
St Xavier's ,,	12	1	3	.. ..	4
Doveton ,,	11	1		3	4
London Mission ,,	20	..	3	6	9
Total	304	4	23	53	80
Unaided—					
Metropolitan College	115	3	13	15	31
Serampore ,,	9		3	2	5
Total	124	3	16	17	36
Teachers	27		3	5	8
Grand Total	833	42	101	152	295

39. An examination of the foregoing table shows that Government colleges passed 45 per cent. of their candidates, against 43 per cent. in 1880 and 32·5 per cent. in 1879; aided colleges passed 26 3 per cent., against 32 per cent. in 1880 and 28·5 in 1879; and private colleges 29 per cent., against 37 per cent. in 1880 and 28 in 1879. Again, of the candidates from Government colleges, one in 11 was placed in the first division, against one in 20 in 1880 and one in 30 in 1879; of candidates from aided colleges one in 76, against one in 54 in 1880 and one in 40 in 1879; and of those from private colleges one in 41, against one in 36 in 1880 and one in 37 in 1879. The largest number of successful candidates is supplied by the General Assembly's College; but it passed only 23 per cent. of its candidates, while the Dacca College, which passed nearly as many, had a proportion of 49 per cent. of successful students. The results of the Presidency College, though brilliant as to the number passing in the first division, are not equally good as to the proportion of successful scholars to those sent to the examination. Never before has the number of candidates either sent to, or passing at, this examination from any Government college in the mofussil approached that of the Presidency College; but this distinction has now been easily won by the Dacca College, which passed 43 candidates out of 88, the Presidency passing only 31 out of 77. All the small colleges did fairly well, the least successful being the Berhampore College, which however passed 25 per cent. of its candidates. From the Midnapore College 66 per cent passed, against 25 per cent in 1880. The improved results in Government colleges generally may be held to justify their increased cost during the past year.

40. The following table shows the religion of the candidates. The numbers passing in the previous year were 286 Hindus, 13 Mahomedans, 9 Christians, and 12 others :—

First Arts Examination, December 1881.

	Number of candidates.	Number passed in the— First division.	Second division.	Third division.	Total.
Hindus	772	35	91	143	269
Mahomedans	30	5	4	3	12
Christians	15	1	5	1	7
Others	16	1	1	5	7
Total ...	833	42	101	152	295

UNIVERSITY EDUCATION.

41. Upon the results of the First Arts examination 50 senior scholarships were awarded. The following table shows the colleges from which the successful candidates came:—

Senior Scholarships, January 1882.

Colleges.	First grade, Rs 25 a month.	Second grade, Rs 20 a month.	Total
Government—			
Presidency College	3	7	10
Hooghly ,,	1	5	6
Dacca ,,	2	7	9
Kishnaghur ,,		2	2
Patna ,,	1	6	7
Ravenshaw ,, Cuttack		3	3
Rajshahye ,,		3	3
Midnapore ,,		1	1
Berhampore ,,		1	1
Bethune Girls' School	1		1
Total	8	35	43
Aided—			
General Assembly's College	1		1
Doveton ,,	1		1
London Mission ,,		1	1
St. Xavier's ,,		1	1
Total	2	2	4
Unaided—			
Metropolitan College	1	1	2
Serampore ,,		1	1
Total	1	2	3
Grand Total	11	39	50

42. The 10 scholarships of the first grade are open to general competition. Seven of these were won by students of Government colleges, two by those of aided colleges, and one by a student of the unaided Metropolitan Institution The second grade scholarships are allotted to different districts and divisions, or in other words, except in the case of Calcutta, to certain colleges. It is therefore only in Calcutta that there is any competition between one college and another. Of the Calcutta scholarships, the Presidency College carried off seven, aided colleges two, and unaided colleges one. In addition to the sanctioned number of scholarships, a special scholarship for girls was awarded to Miss Ellen D'Abreu of the Bethune School.

43. The following table shows the colleges in which the senior scholars elected to continue their studies:—

Colleges.	Scholars of the first grade	Scholars of the second grade.	Total
Government—			
Presidency College	4	10	14
Hooghly ,,	1	4	5
Dacca ,,	2	7	9
Patna ,,	1	6	7
Kishnaghur ,,		1	1
Rajshahye ,,		1	1
Ravenshaw ,, Cuttack		3	3
Bethune Girls' School	1		1
Total	9	32	41
Aided—			
General Assembly's College	1	3	4
St. Xavier's College		1	1
Total	1	4	5
Unaided—			
Serampore College		1	1
Metropolitan Institution	1	2	3
Total	1	3	4
Grand Total	11	39	50

All the Dacca scholars elected to read for the degree in their own college, which is now recognised as sufficing for all the requirements of Eastern Bengal, as the Patna College does for Behar, and the Ravenshaw College for Orissa. From other colleges a few scholars migrated to the Presidency.

44. Sixteen of the senior scholars chose the A or literature course for the B. A. degree and 33 the B or science course. Last year 18 chose the A course.

The following revised rules for the award of senior scholarships have recently been sanctioned by Government:—

"Forty-nine senior scholarships will be open annually for competition at the First Examination in Arts to candidates educated in any college in Bengal affiliated to the University of Calcutta.

"These scholarships will be of two grades—10 of the first grade, carrying stipends of Rs. 25 per mensem, and 39 of the second grade, carrying stipends of Rs. 20 per mensem.

"With the sanction of the Director of Public Institution, a senior scholarship may be held at any affiliated college in Bengal which may be selected by the holder.

"Each scholarship will, conditionally on good conduct, be tenable for two years, provided that the holder is certified at the end of the first year by the Principal of his college to have made due progress in a collegiate course of instruction.

"Second-year students alone will be eligible for scholarships, *i.e.*, those students who have passed the Entrance Examination two years before presenting themselves for the First Examination in Arts.

"The ten scholarships of the first grade will be open to all affiliated institutions without distinction, and will be awarded to the candidates who obtain the highest total marks in all subjects.

"The thirty-nine scholarships of the second grade will, subject to future reconsideration, be reserved for students at affiliated institutions in different parts of Bengal in the following proportions:—

	Number of scholarships
Hooghly District	6
Midnapore	2
Town of Calcutta	9
Presidency Division outside Calcutta	3
Moorshedabad District	2
Rajshahye District	3
Dacca and Chittagong Divisions	6
Patna and Bhagulpore Divisions	6
Orissa Division	2
Total ...	39

"The scholarships will be awarded to the candidates from each tract who obtain the highest marks at the examination, and who do not gain scholarships of the first grade, provided that their names appear in the first or second division of the list of passed candidates. Scholarships may, however, be awarded in special cases to candidates from Behar or Orissa who fall below the second division.

"The holders of senior scholarships in all Government colleges will be required to pay the usual monthly fees levied from other students.

Special Scholarships for Girls

"Two senior scholarships, one of each grade, will be open annually for competition at the First Examination in Arts to female candidates educated at any college in Bengal affiliated to the University of Calcutta. These scholarships will be awarded on conditions similar to those laid down for senior scholarships, and will be tenable in some collegiate institution approved by the Director of Public Instruction."

UNIVERSITY EDUCATION

45. *B. A. Examination.*—The following table shows the result of the examination held in January 1882:—

B. A. Examination, January 1882.

Colleges.	Candidates examined	Number passed in the—			Total.
		First division.	Second division	Third division.	
Government—					
Presidency College	75	6	15	7	28
Hooghly ,,	23	4	7	2	13
Kishnaghur ,,	10	...	1	...	1
Dacca ,,	16	1	4	2	7
Patna ,,	18	1	5	...	6
Ravenshaw ,, Cuttack	1	...	1	...	1
Rajshahye ,,	6	..	3	...	3
Total	149	12	36	11	59
Aided—					
General Assembly's College	82	1	6	14	21
Free Church ,,	11	...	1	2	3
St Xavier's ,,	7	..	..	.....	...
Total	100	1	7	16	24
Unaided—					
Metropolitan College	42	3	1	3	7
Bishop's College, Calcutta	1	..	1	.	1
Total	43	3	2	3	8
Teachers	18		2	2	4
Grand Total	309	16	47	32	95

46. As in previous years, the Government colleges met with the largest measure of success, passing 40·5 per cent. of their candidates, against 46·5 per cent. in 1881 and 45 in 1880; while the aided colleges passed 24 per cent., against 43 per cent. in 1881 and 30 per cent. in 1880; the unaided Metropolitan College and the Bishop's College together passing 16 per cent., against 42 per cent. in 1881. The Hooghly College passed 59 per cent. of its candidates, the Dacca College 44 per cent., the Presidency College 38, and the Patna College 33 per cent. The Ravenshaw College passed the only candidate sent to the examination, and the Rajshahye College passed three out of its six candidates The largest failure was, as expected, at Kishnaghur, which suffered from the ravages of the Nuddea fever. The General Assembly's College passed 26 per cent. of its candidates, while all the 7 candidates from St. Xavier's College were unsuccessful. Of the unsuccessful students from the Presidency College, 21 failed in English, 38 in mathematics, 12 in the science subjects, eight in the second language, four in history, and four in philosophy. At Hooghly the chief failure was that of seven candidates in mathematics, out of 22 sent up. At Dacca it is to be observed that no student of the B course failed in English, while four out of seven failed in that subject in the A course. At the Patna College very nearly half the candidates failed in English, an unusually high proportion. At the Kishnaghur College, out of seven B course candidates six failed in physics. The teaching of this subject has since been strengthened, and the construction of a new laboratory is to be undertaken. The only failure at the Rajshahye College was of three students in English and one in mathematics. At the General Assembly's College, the chief failure was in mathematics, which was fatal to 49 candidates out of 82. At the Free Church Institution, six A course candidates out of eight failed in mathematics. At St. Xavier's College all the three A course candidates failed in mathematics, and three out of four in the B course failed in English. At the Metropolitan Institution, 24 out of 34 A course candidates failed in mathematics, but in the B course only three out of eight.

Taking the whole results of the examination, it will be noticed how serious are the failures in mathematics among A course candidates compared with those taking the B course, the proportions of failure being 63 and 34 per cent. respectively. This defect in the arrangement of subjects has been recognised and provided for in the new standards of the University, in which students of literature will no longer be compelled to take up mathematics for the degree. So also in the subject of English; honour-candidates for the B.A. degree will, in the B course, have to take up only a series of prose works on scientific subjects, the English poets being henceforward confined to students of literature.

47. Of all the candidates from Bengal, 184 took the A or literature course and 125 the B or science course, against 132 and 163 in the preceding year. Of those who chose the A course 23 per cent. passed, while 42 per cent. passed of those who took the B course. In the two preceding years the percentages were 32 and 27 in literature, and 50 and 40 in science. These results confirm the statement that has frequently been made, that the B course is selected by the most competent students. Government Colleges sent up 55 candidates for the A, and 93 for the B course; private colleges sent 117 for the A, and 26 for the B course. The number of A course candidates from private colleges greatly increased in the past year, while that of B course candidates from Government Colleges somewhat fell off. The Presidency and Dacca Colleges teach both courses as part of their regular curriculum; in all other Government colleges the science course alone is taught, though students occasionally present themselves in the literature course from the Hooghly, Kishnaghur, and Patna Colleges. These are mostly unsuccessful students of previous years; and of six such candidates at the last examination only one passed. The aided and private colleges send candidates chiefly, though not exclusively, to the A standard of examination; but in St. Xavier's College the science course occupies the chief place.

48. The religion of the candidates is shown in the following table. While in each of the two preceding years three Mahomedan pupils were successful, in the examination of January 1882, out of nine candidates none passed. Christians and "Others" remain the same as in the year before. The Eshan University scholarship of Rs. 45 a month, for the Hindu native of Bengal who stands highest in the list, was awarded to Ram Chandra Mozumdar, of the Presidency College:—

B.A. Examination, 1882.

	Number of candidates	Number passed in— First division	Second division	Third division	Total
Hindus	288	16	44	30	90
Mahomedans	9	.			.
Christians .	7	...	1	..	1
Others	5	...	2	2	4
Total ...	309	16	47	32	95

49. M.A. Degree Examination.—The number of candidates from Bengal for Honours in Arts was 47, of whom 19 were successful, 3 being placed in the first class, 12 in the second, and 4 in the third For the ordinary degree there were 20 candidates, and six of them passed. From the Presidency College 24 candidates went up for honours and eight passed, viz., three in English, three in mathematics, and two in physical science. From the Hooghly College six went up and four were successful, three in English and one in science. One out of two sent up from the Sanskrit College passed in Sanskrit, and two out of four sent from the Dacca College passed in history, while one out of two from Patna passed in science. Two out of four from the Free Church College passed in English. One out of three from the General Assembly's College passed also in the same subject.

For the ordinary degree the Presidency College passed one in English, the Dacca College one in history, the Sanskrit College three in Sanskrit, and the General Assembly's College one in English.

Altogether, the results of the examination compare unfavourably with those of the preceding year, when out of 24 no less than 19 took honours, and 10 out of 22 the ordinary degree of M.A. The truth of the matter appears to be that the increasing competition amongst graduates forces many to read for the M A. degree who in former years would not have made the attempt; and to this fact must be ascribed the large number of failures, namely 42, against 17 in the previous year. The actual number of those who obtained the degree shows but a slight decrease.

50. In discussing the question of Government expenditure on collegiate education, it was remarked in paragraph 14 of the Resolution on the last report that, with the annual increase in the number of college students now taking place, the cost of the colleges to Government ought to show a gradual reduction;

UNIVERSITY EDUCATION

that the best way of attaining that object was to consider what moderate increase could be made in the fee-rates of colleges other than the Presidency College, without putting undue pressure upon students and without largely diminishing their number; and that in considering the question of fees, local circumstances and the cost of the local college to Government were to be fully considered in each case. It may be mentioned that the rate at the Presidency College is Rs. 12 a month; in the Hooghly, Dacca, and Patna Colleges, Rs. 6; in the Sanskrit, Kishnaghur, Midnapore, and Berhampore Colleges, Rs. 5; in the Ravenshaw College, Rs. 4, and at Rajshahye and Chittagong, Rs 3. In the aided colleges of Calcutta there is a nearly uniform rate of Rs. 5. Principals of colleges were accordingly requested to submit proposals for carrying out the views of Government. With the exception of the Principal of the Patna College, who considers that the fee-rate in that institution might be increased from Rs. 6 to Rs. 8 a month, the Principals of all colleges have unanimously represented that any increase in the existing rates of fees would certainly have the effect of reducing the number of students in colleges, and eventually of placing collegiate education beyond the reach of the middle classes, by whom our colleges are generally recruited. Considering that the Patna College is chiefly intended for the people of Behar, with whom the desire for superior instruction is a feeling of very recent growth, and requires to be fostered in every way rather than checked, I have no desire to select that college for exceptional treatment. The circumstances of Orissa are even less favourable; and though the fee-rate at the Ravenshaw College is now only Rs. 4 a month, and the cost to Government of each student higher than in any other college, yet its maintenance having recently been sanctioned on general administrative grounds, it will probably be thought premature to interfere with the experiment. In fact, the increase of the rates in this college would almost certainly reduce the number of students (which has never exceeded 40), and thus increase their average cost to Government, without affording any relief to the Provincial revenues. Mr. Griffiths urges that the fee of Rs. 6 charged in the Hooghly College admits of no increase, and that any such action would defeat the object it is intended to secure. The Principal of the Dacca College remarks that any increase in the present rate of Rs. 6 a month would injure the college, the fee income of which has, since its reorganisation in the year 1878, increased at such a rate as to greatly reduce the Government expenditure on the institution. In fact the average cost of each student at Dacca is now less than in any other Government college, and the cost to Government less than in any other except the endowed college of Rajshahye. An increase in the fees would probably have the effect of reducing its total income. With the altered condition of the district of Nuddea, brought on by the ravages of malarious fever, the Principal is strongly of opinion that any increase in the fee-rates would do more harm than good to the Kishnaghur College, for the reorganisation of which an endowment fund of Rs. 40,000 was locally raised a few years ago. At Rajshahye, where the college is as yet in its infancy, and a large part of the expenditure is paid from private endowments, the Principal apprehends that any increase in the present rate of Rs. 3 would act injuriously upon the college. In fact, with an income of Rs. 11,000 a year from endowments, those interested in the college may fairly claim that its students shall be exempted from paying the rates in force elsewhere, especially if it be remembered that the cost of this college to Government is far below that of any other college of the first grade.

The fee-rate of Rs. 5 in the Berhampore College is probably too high for a backward district like Moorshedabad, especially when it is borne in mind that the college is in direct competition with the first grade college of Rajshahye, where a rate of Rs. 3 only is charged. Notwithstanding all the recent reductions, the cost of the Berhampore College to Government is still very high; and it is perhaps open to question whether any advantage is gained by the maintenance of a somewhat prohibitory rate. At Midnapore, where the college has a fairly large income from endowments, it would be undesirable to raise the present rate of Rs. 5 a month. In the backward and outlying district of Chittagong, where there are few matriculated students to feed the local college, any attempt to charge a higher rate of fee than the Rs. 3 now in force would probably have the effect of closing it.

In the Sanskrit College, which is a special institution for the cultivation of Sanskrit literature, law, and philosophy, a higher rate than the Rs. 5 now charged would tell upon the limited means of the students; and the case of the college classes of the Bethune Female School is quite exceptional.

51. I must admit that I am surprised at the practical unanimity of Principals of Colleges on this question, even after allowing for the well-known fact that the students who attend the colleges are generally of very narrow means. But the conclusion to be drawn from their representations appears to be that any increase in the fee-rates would inflict greater hardship on students than would be warranted by the decrease of Government expenditure, if any decrease could indeed be expected; which is at least doubtful if the probable withdrawal of students in consequence of an enhanced fee-rate be taken into account. It will have been noticed that it is only in the Kishnaghur, Berhampore, and Ravenshaw Colleges that the cost of each student to Government exceeds Rs. 300 a year. The only doubtful cases appear to be those of Kishnaghur and Berhampore. The attendance at Kishnaghur was 105 in 1878, and has now fallen to little more than half that number, thus greatly increasing the cost of the college to Government. The establishment in this College is to be greatly reduced for the next session. The Berhampore second grade college, notwithstanding its greatly improved position, is always likely to be a source of expense to Government; but as a further experimental term has been granted to this college, the plan of reducing the fees might possibly be tried with advantage, in order to give it a fairer chance. It may be remarked that no officer of the superior grades is appointed to any second-grade college, except the Sanskrit College of Calcutta.

52. College Reports.—The following accounts show the progress of higher education in the Colleges affiliated to the University in Arts. The statistics of the Presidency College are given, as in previous years, in fuller detail than those of other colleges.

53. *Presidency College.*—During the year under report the following changes occurred in the instructive staff of the college:—In April 1881 Mr. Prothero was, on arrival from England, posted to the Presidency College, but was shortly afterwards transferred to Kishnaghur. During the absence on furlough for five months of Mr. Pedler, his duties devolved upon Dr. McCann, whose work in the second-year class was distributed between Mr Nash and Mr. Booth. In June Mr. Paulson was transferred from Kishnaghur, but was shortly after obliged by ill-health to take furlough, and died on his way to Europe. In November Mr. Parry returned from furlough, and in February Mr. Nash was appointed to officiate as Inspector of Schools of the Presidency Circle. In March Mr. Tawney proceeded to Europe on two years' furlough, and Mr. Bellett was appointed to act for him. Other changes of a less important character also took place during the year.

54. The subjoined table gives the numerical strength of the college on the 31st March during the last four years:—

General Department.	1879		1880		1881		1882		Increase in 1882	
	Regular students	Out-students	Regular students	Out-students	Regular students	Out-students	Regular students	Out-students	Regular students	Out-students.
Honour class ..	16	.	15	.	21	..	20			
Fourth-year class	70	1	80	5	75	2	89	10		
Third " "	66	4	49	8	65	8	59	9		
Second " "	120	10	111	37	78	31	137	44		
First " "	77		81		105		73			
Total	349	15	336	50	344	41	374	63	30	22

It appears from the above table that there is an increase of thirty in the number of regular students and of twenty-two in that of out-students; these last being members of other colleges who attend lectures at the Presidency in certain special subjects.

55. Of the 89 regular students that form the fourth year class, 58 have elected the B course and 31 the A course. Of these latter, 29 have taken history and philosophy as their optional subjects, one philosophy and mathematics, and one history and mathematics. Of the 56 students in the third-year

UNIVERSITY EDUCATION

class, 40 have chosen the B course and 16 the A course. The numbers in the second-year class have almost doubled, being 137 against 78. Of these, 114 have taken chemistry and 23 psychology for the F.A. examination. The number of students taking up Latin for this examination is increasing; they choose that language because they intend either to read for the Gilchrist scholarship, or in other ways to go to England, or else to adopt the medical profession; or in some cases, because they took up Bengali at the Entrance examination, and find Latin as a new subject easier than Sanskrit.

56. The receipts from fees amounted to Rs. 48,503 against Rs. 46,286, and the expenditure to Rs. 1,20,498 against Rs. 1,09,573 of the preceding year. The large increase of expenditure is due to the promotion in grade of two professors and the payment to them of arrears of salary, and also to the usual increments of salaries.

57. Seventy-seven candidates from the second year class went up for the First Arts examination and thirty-one passed, fourteen in the first division, thirteen in the second, and four in the third; against 49 of last year. Of the unsuccessful candidates, 31 failed in English, 29 in the second language, 15 in history, 32 in mathematics, and 21 in logic. Upon the result of this examination three senior scholarships of the first grade and seven of the second grade were awarded to the students of this college. The Gwalior gold medal was awarded to Girindra Nath Banerjea, who stood first at the F.A. examination. He also obtained one of the Duff University scholarships for proficiency in languages.

At the B A. examination 75 candidates appeared from this college. Of these, 42 selected the A course and 33 the B course. In the A course 13 passed and in the B course 15 passed. Of the unsuccessful candidates in the A course, the failures ranged from 27 in mathematics to 2 in optional mathematics. The failures in the B course varied from 11 in English to one in botany.

58. On the result of the B.A. examination the following students were elected foundation scholars; and they are now reading for Honours in the subjects mentioned opposite their names:—

Name of scholar	Name of scholarship	Rs	
Ram Chandra Mozumdar	Burdwan scholar	50	Mathematics
Bhopal Chandra Bose	Dwarkanath Tagore scholar	50	Ditto.
Bhubati Chakrabatti	Bird scholar	40	Philosophy
Radha Gobind Das	Ryan „	40	Mathematics
Manmohan Rai	Gopi Mohan Tagore scholar	30	History
Debendra Nath Mookerjea	Hindoo College Foundation scholars	30	Physical Science
Deb Prasad Sarbadhikari	Hindoo College Foundation scholars	30	English

Laha Graduate Scholar.

Jogendra Nath Haldar ... Physical Science.

Ram Chandra Mozumdar obtained both the Eshan and Vizianagram scholarships, and the Radha Kanta medal for proficiency in Sanskrit was awarded to Rajendra Chandra Banerjea.

59. At the last Honour examination 24 candidates appeared from this college, of whom eight passed, against nine in the previous year. The classes obtained and the subjects taken up are stated below:—

Name	Class	Subject
Baroda Charan Mitra	First	English
Jagendra Chandra Ghosh	Second.	Ditto.
Narendra Nath Obdedar	Do.	Ditto.
Raj Mohan Sen	Do	Mathematics
Kali Pada Bose	Do.	Ditto
Jadab Chandra Chakrabatti	Third	Ditto.
Aghar Nath Chandra	First	Physical Science
Ram Lal Sen	Second	Ditto

Eight candidates appeared at the M.A. examination, four taking up English and the rest other subjects. Akhoy Kumar Sen, who took up English, was the only successful candidate.

60. *Sanskrit College.*—The Sanskrit College is an Anglo-Sanskrit Institution; though it also provides for the education of any who wish to study

Sanskrit exclusively. In English it teaches the ordinary course of second-grade colleges; but in Sanskrit the instruction is carried to a standard much above that laid down for the M.A. examination in that subject.

The number of students in the College Department rose from 54 in March 1881 to 68 on the last day of the year under review. The increase was due to the opening of new classes with the object of preparing candidates for the Sanskrit Title examination. Of the 68 students, 11 are in the first-year class, 16 in the second, 7 in each of the third and fourth year classes, 4 in the Honour class, and 23 in the Title class.

Twenty-one candidates went up for the First Arts examination and ten passed, three being placed in the second division and seven in the third; against a total of eight of last year. The college sends no candidates to the B.A. examination. Such of the students of the fourth-year class as appear at the B.A. examination are sent up by the Presidency and other colleges, in which they learn their English subjects. Of those that appeared at the last B.A. examination three passed, one in each division, against the same number in the preceding year. Six candidates presented themselves for the Honour and M A. examinations in Sanskrit and five passed, one being absent from the examination. Five candidates from the college went up for the Sanskrit Title examination and three passed.

The fee receipts were Rs. 1,594 against Rs. 1,293 of the previous year; and the total expenditure Rs. 20,625 against Rs. 18,519.

61. A noteworthy fact during the year under report was the opening, as an experimental measure, of a music class in connexion with the college. The scheme was projected by Raja Surendra Mohun Tagore, C.I.E., the well known promoter and advocate of the study of Hindu music, who offered to bear the entire charge of maintaining the class. The plan was approved by Government and sanctioned under certain conditions, the chief being that instruction should be confined to the theory of Sanskrit music, that it should be given from Sanskrit works alone, that it should be held outside the regular college hours, and that instruments should be used for the sake of illustration only.

62. *Hooghly College.*—The only change in the college staff during the year under report was the appointment, as lecturer of mathematics, of Baboo Kisari Mohan Sen Gupta, M.A., *vice* Baboo Hari Das Ghose, retired. Mr. Griffiths administered the college throughout the year with great care and success.

The number of students on the 31st March 1882 was 193 against 187 of last year; the number in the second-year class having increased from 60 to 82, and that of the first-year having fallen from 85 to 68. The decrease was in a large measure due to the establishment of a Free College at Burdwan teaching to the First Arts standard.

Fifty-two candidates were sent up for the First Arts examination, of whom 27 passed, four in the first division, eight in the second, and fifteen in the third; against a total of twenty-three in the preceding year. The failures ranged from sixteen in English to seven in logic.

Twenty-two candidates went up for the B A. examination and thirteen passed, four in the first division, seven in the second, and two in the third; against a total of sixteen of last year. The failures ranged from seven in mathematics to one in botany.

Five candidates appeared at the Honour examination and four passed, one in physical science in the first division and three in English—one in the second division and two in the third.

The total fee receipts were Rs. 12,854 against Rs. 12,013, and the total expenditure Rs 47,485 against Rs. 38,395. The increase was due partly to graded increments of salary, and partly to the transfer from the school to the College Department of the pay of Baboo Hari Das Ghose.

The library is in good order, and received a large collection of books during the year.

There were 70 boarders in the Hindu and 67 in the Mahomedan hostel, against 91 and 75 respectively of last year. The number in the gymnastic class decreased from 53 to 43.

63. *Dacca College.*—The only change in the instructive staff during the year under report were the appointment of Mr. S. C. Hill, B.A., on arrival

UNIVERSITY EDUCATION.

from England, as Professor of English, and of Baboo Kali Prasanna Bhattacharjea, M.A., as Assistant Professor of Sanskrit.

The number of students rose from 257 on 31st March 1881, to 290 on the same date of the following year. The income from fees rose from Rs. 13,831 to Rs. 18,503, and the total expenditure from Rs. 32,618 to Rs. 39,673.

Eighty-eight candidates went up for the First Arts examination and forty-three passed, eight in the first division, fourteen in the second, and twenty-one in the third; against a total of thirty-five of last year.

Of sixteen candidates at the B.A. examination seven passed, one in the first division, four in the second, and two in the third; against a total of ten of last year.

Two candidates took Honours out of a total of four, and one passed the M.A. examination.

These results reflect much credit on the college staff, particularly on Mr. Pope, whose devotion to his duties is deserving of special commendation.

The Raj Chandra Hostel at Dacca is in a most satisfactory condition, and has contributed in no small degree to the prosperity of the college. The college lecturing and debating society is actively supported by the Principal and Professors, and is very popular with the students. The library and building are in good order.

64. *Kishnaghur College.*—During the year under report the following changes took place in the staff of the college:—Mr. Paulson, Professor of English, was transferred to the Presidency College, and Mr. Prothero, who had just arrived from England, was appointed to succeed him as Professor of English. Mr. Paulson's early death was deeply lamented by all with whom he had been brought into contact. Possessed of eminent abilities and ripe scholarship, he was sincerely devoted to his work and to the best interests of those entrusted to his charge. Mr. J. A. Martin was absent on privilege leave during the first part of the year, and Baboo Umesh Chandra Dutt went on two years' furlough. The services of Dr. Watt, Officiating Principal of the College, having been placed at the disposal of the Government of India in connexion with a scientific expedition to Manipur, Mr. Martin, and subsequently Mr. Stack, were appointed to succeed him. Mr. Stack afterwards left for Europe on furlough, when Mr. Martin was re-appointed to act as Principal. Other changes of a less important character took place during the year.

The number of students on the 31st March 1882 was 56, against 80 of the previous year. The Principal ascribes the falling off to (1) the abolition of the A. course for the B.A. examination in the college, (2) the frequent changes in the teaching staff, and (3) the prevalence of the Nuddea fever.

Twenty-three students went up for the First Arts examination and nine passed, one being placed in the first division, two in the second, and six in the third; against the same number of last year. The failures were nearly evenly distributed among all the subjects.

Of seven candidates at the B.A. examination only one passed in the second division, against the same number of the previous year. The failures ranged from six in physics to three in English.

The two candidates at the M.A. examination also competed for the degree of Bachelor of Law They failed in both attempts.

The fee receipts were Rs. 4,093, against Rs. 3,867 of the previous year; and the expenditure Rs. 38,841 against Rs. 33,929.

The library has been considerably enlarged and re-arranged. The enlargement of the laboratory, by the addition of a physical branch and the provision of lecture-rooms, has recently been sanctioned. The condition of the hostel is improving.

65. *Patna College* —During the year under report no changes of importance took place among the officers of the college.

The number of students on the 31st March 1882 was 160, against 162 of last year. Of these, 137 were Hindus, 22 Mahomedans, and one was a Christian; 103 were Biharis and 57 Bengalis.

Fifty-seven candidates went up for the First Arts examination and 25 passed, five in the first division, eight in the second, and 12 in the third; against a total of 21 of last year. The failures were 24 in

English, 15 in the second language, 11 in history, 16 in mathematics, and 13 in logic.

Of 18 candidates at the B.A. examination six passed, one in the first division and five in the second, against a total of six of last year. The failures were eight in English, seven in mathematics, five in both chemistry and physics, and one in physical geography.

The fee receipts were Rs. 11,018 against Rs. 10,472 of last year, and the total expenditure Rs. 49,513 against Rs. 46,678. Large extensions to the college building have been carried out, and a new laboratory has been erected. New rooms for survey and gymnastic classes have also been sanctioned; and when all is completed, the Patna College will be provided with every material requisite for efficient instruction.

The hostel did not pay its way. The number of inmates, all Bengalis, was 14 on the last day of the year. It has since been temporarily closed.

66. *Ravenshaw College, Cuttack.*—The principal event during the year was the establishment of the Ravenshaw College on a permanent basis. A provincial college teaching the full course for the degree was a long-felt want in Orissa, and Government has conferred a lasting benefit upon the people of that province by giving permanence to the existing institution. The people of Orissa have subscribed a sum of Rs 25,000 for the support of the College since it was opened in 1876; and the Maharaja of Maurbhunj has contributed Rs. 20,000 towards its permanent endowment.

The following changes took place in the staff of the college:—

Baboos Lakhi Narayan Das, M.A., Assistant Professor of Mathematics, and Debendro Nath Bose, M.A., Lecturer in English, were both transferred to the Kishnaghur College, and Baboos Sures Chandra Chaterjea, M.A., and Upendra Nath Maitra, M A., were appointed to succeed them. On the appointment of Baboo Giris Chandra Bose, M A., Lecturer in Botany, to one of the agricultural scholarships tenable in England, Baboo Atul Krishna Rai Chaudhuri, M.A., was appointed to take up his duties.

The number of students on the 31st March last was 38, against 40 of the preceding year. The principal obstacles to any large increase of students are: (1) the small number of high English schools in the division; (2) the proximity of Midnapore, since most of the successful candidates at the Entrance Examination from the district of Balasore join the Midnapore College; (3) improved means of communication with the metropolis, to which some of the most promising students of the division are drawn; and (4) the increasing calls upon the college for the supply of educated young men to recruit the various departments of service in the province, many of whom consequently leave off their studies before taking their degree.

Eight candidates went up for the First Arts examination, of whom five passed, two in the first division, two in the second, and one in the third; against the same number of last year. The single candidate at the B.A. examination passed in the second division.

The fee receipts were Rs. 1,639, and the total expenditure Rs. 17,120.

67. *Rajshahye College.*—The only change in the staff of the college during the year under review was the appointment as science lecturer of Mr. Paul Brühl, in succession to Baboo Hira Lal Mookerjea, deceased. The number of students on the 31st March was 55, against 63 of last year.

Twenty-four candidates went up for the First Arts examination and ten passed, six in the second division and four in the third; against a total of eleven of last year. The failures ranged from 12 in mathematics to six in Sanskrit and history.

Of six candidates at the B.A. examination, three passed in the second division, against one of last year. The failures ranged from three in English to one in mathematics.

The expenditure of the college was Rs. 16,662, of which Rs. 11,000 were provided from endowments and Rs. 2,204 from fees.

68. *Berhampore College.*—The number of students rose from 33 in March 1881 to 38 on the last day of the year under report, 15 in the first-year class and 23 in the second. The schooling fees of many of these were paid by private liberality.

UNIVERSITY EDUCATION

Twelve candidates went up to the First Arts examination and three passed, one in the first division and two in the third; against one in the previous year. The failures varied from seven in Sanskrit and six in English to four in mathematics.

The fee receipts were Rs. 1,940 against Rs. 1,155 of last year, and the total expenditure Rs. 12,325 against Rs. 15,857. The college building is under repairs. The attached hostel is in a thriving condition. (The Principal reports that Rai Rajib Lochon, Rai Bahadur, and Baboo Radha Charan Sen, of Berhampore, have on their death left handsome donations to the college.)

69. *Midnapore College.*—The head-master, Baboo Gangadhur Acharjya, being absent on privilege leave in March, his duties were divided between the second and third masters of the college. An additional third master in class VI of the Subordinate Educational service was added to the staff, in order to provide for the teaching of physical science to be shortly introduced into the F. A. course. The number of students on the 31st March 1882 was 11, against 15 of last year The falling off is ascribed chiefly to malarious fever.

Six candidates went up for the First Arts examination and four passed, one in the second division and three in the third, against a total of three in the previous year. The college building received large additions. In September 1881 the college was visited by the Lieutenant-Governor Sir Ashley Eden, who expressed general satisfaction with the working of the institution. The fee receipts were Rs. 815, and Rs 3,033 were provided from endowments; the total expenditure being Rs. 6,627.

70. *Chittagong College.*—The number of students on the last day of the year was 17, eleven in the first-year class and six in the second, against a total of 13 in the preceding year. All the three districts comprised in the division are fairly represented in the college.

Three candidates passed the First Arts examination, one in the second division and two in the third; against a total of five of last year.

The fee receipts were Rs. 528-8 against Rs. 337 of the preceding year.

71. *College Department of the Bethune School.*—The principal event in connection with the Bethune School during the year under report was the appointment of Miss Lipscombe as Lady Superintendent of the school. She was selected in England by the Secretary of State as being specially qualified for the important post she holds, and during the short period of her incumbency she has amply justified the expectations that were formed of her.

The College Department provides for the education of girls up to the B A. course. Chandra Mukhi Bose and Kadambini Bose, both of whom passed the First Arts examination in December 1880, are now reading for the B.A. degree.

Miss D'Abreu went up for the First Arts examination in December 1881 and passed in the second division. She obtained a senior scholarship of Rs. 25 a month.

Aided Colleges.

72. *General Assembly's Institution.*—The number of students fell from 501 in March 1881 to 484 on the last day of the year under report.

One hundred and eighty-nine candidates went up for the First Arts examination, of whom 44 passed, one in the first division, 11 in the second, and 32 in the third; against a total of 57 of last year. For the B.A. examination, 82 candidates were sent up, of whom 21 passed, one in the first division, six in the second, and 14 in the third; against 19 of last year. Of seven candidates for the M.A. examination two passed, as in the previous year.

73. *Free Church Institution.*—The number of students rose from 145 in March 1881 to 221 on the last day of the year under review. Seventy-two candidates were sent up for the First Arts examination and 19 passed, one in the first division, 6 in the second, and 12 in the third; against a total of seven in the previous year.

Of 11 candidates for the B.A. examination three passed against a total of seven of last year. There were four candidates for Honours, and one for the M A. degree. Two took Honours in English.

UNIVERSITY EDUCATION

The Principal remarks that students who fail to pass the first-year examination in other colleges and are refused promotion to the second-year class, apply in large numbers for admission to the Free Church Institution. In accordance with a long-established practice in that Institution, in which no first-year examination is held, these students are admitted without any special test. Such admissions consequently affect the discipline of neighbouring institutions; an evil which, the Principal recommends, may be removed by instituting a first-year examination in all colleges, and by withholding letters of transfer from those who fail.

74. *St. Xavier's College.*—The St. Xavier's College sustained a very heavy loss in the untimely death of its Rector, the Very Rev. D. Van Impe, S.J, of whose zeal, attainments, and capacity for his duties it is impossible to speak too highly.

The students are 72, against 84 of last year. Four candidates passed the First Arts examination, one in the first division and three in the second, against two of last year. All the seven candidates for the B.A. examination failed, the failure being most conspicuous in mathematics.

75. *London Mission College.*—The number of students on the 31st March 1881 was 63, 33 in the first-year class and 30 in the second; against a total of 50 of last year.

Twenty candidates went up for the First Arts examination and nine passed, three in the second division and six in the third; against six of last year.

76. *Doveton College.*—The number of students was 55, against 28 of last year. Eleven candidates went up for the First Arts examination and four passed, one in the first division and three in the third; against nine of last year. The college is rapidly recovering its position among the aided institutions of Calcutta.

Unaided Colleges.

77 *City College, Calcutta.*—This institution was opened in 1879, under a committee of native gentlemen, and teaches up to the First Arts standard. The instructing staff comprises four M.A and three B.A. graduates of the Calcutta University. The number of students rose from 58 in 1881 to 103 in 1882. It has as yet sent no candidates for examination. Besides the ordinary subjects of instruction, the College has opened classes in music, drawing, and popular science, and also makes careful provision for the physical and moral training of its students. A class for instruction in carpentry has also been opened; and a series of fortnightly lectures on literary, historical, and other subjects has been instituted.

78 *Maharajah's College, Burdwan.*—The Maharajah's College at Burdwan, teaching up to the First Arts course, was opened in January 1882, and has been placed, as a temporary measure, under the general supervision and control of this Department. It has a staff of three teachers, all of whom are graduates of the Calcutta University, and imparts education free of cost

The number of students on the 31st March was 52, 44 in the first-year class and 8 in the second. This is a good beginning, and gives fair promise of future success.

79 Some information regarding the other unaided colleges, from which no separate reports have been received, is given in a foregoing paragraph.

IV.—SECONDARY EDUCATION.

SECONDARY EDUCATION.

80. The subjoined statement shows the changes that have taken place in secondary schools for boys during the year. Schools for Europeans and Eurasians being no longer returned under a separate head, such of them as come under secondary instruction are included in the following statement; they include 11 high and 7 middle schools. They will, however, be considered more in detail in a subsequent section of this report.

SECONDARY EDUCATION

SECONDARY SCHOOLS.

	1880-81		1881-82	
	Schools.	Pupils	Schools	Pupils
High English				
Government	48	13,867	51	14 795
Aided	98	12,435	104	14,187
Unaided	72	16,256	62	16,615
Total ...	218	42,558	217	45,597
Middle English				
Government	10	1,247	10	1,390
Aided	455	27,922	479	30,038
Unaided	123	6,179	138	7,629
Total ...	588	35,348	627	39,057
Middle Vernacular				
Government	172	9,645	183	10,467
Aided	769	39,941	791	41,623
Unaided	87	4 622	76	4,351
Total ...	1,028	54,208	1,050	56,441
GRAND TOTAL	1,834	132,114	1,894	141,095

There is a gain of schools and pupils under nearly every head, but unaided high English and middle vernacular schools show an apparent decrease. The explanation of the gains and losses will be given further on.

81. The following table sums up for reference the detailed statistics of attendance and expenditure in all Government and aided secondary schools for boys :—

Attendance and Expenditure in Schools of Secondary Instruction during 1881-82

CLASS OF SCHOOLS	Number of schools	Number of pupils on the rolls on the 31st March 1882.	Average number on the rolls monthly	Average daily attendance.	EXPENDITURE		
					Government	Local sources	Total
					Rs	Rs	Rs
High English							
Government ..	51	14,795	13,583	10,839	1,67,429	3,03,036	4,70,465
Aided . .	104	14 187	12,002	9,859	75,604	3 27,190	4,02,794
Total .	155	28 982	26,185	20,698	2,43,033	6 30 226	8 73 259
Middle English							
Government	10	1,390	1,172	887	23,872	14 548	38 420
Aided ..	479	30,038	27,162	20,618	1,34,533	2,83,133	4,17,666
Total ..	489	31,428	28,334	21,505	1,58,405	2,97,681	4,56,086
Middle Vernacular							
Government . .	183	10,467	9,483	7,194	51 868	29 640	81,508
Aided ...	791	41,623	37,691	29,224	1,04,507	1,84,638	2 89 145
Total	974	52,090	47,174	36,418	1,56,375	2,14,278	3 70,653
GRAND TOTAL .	1,618	112,500	101,693	78,621	5,57,813	11,42,185	16,99 998

In the previous year the cost for 1,552 schools and 105,057 pupils was Rs. 5,09,987 to Government and Rs. 10,83,770 from private sources. There has therefore been an increase of Rs. 47,286 in the Government expenditure (of which Rs. 32,000 is due to the transfer of the Nizamut schools to Government), and of Rs. 58,415 in the expenditure from local sources.

82. HIGH ENGLISH SCHOOLS.—The figures relating to this class of schools are again compared—

	1880-81		1881-82	
	Schools	Pupils.	Schools	Pupils
Government Schools	48	13,867	51	14,795
Aided ,, ...	98	12,435	104	14,187
Unaided ,, ...	72	16,256	62	16,615
	218	42,558	217	45,597

Of the 217 high schools for boys, 11 are for Europeans, namely, St. James's school, the Free school, St. Xavier's school, St. Chrysostom's school, St. Joseph's school, and the Doveton school in Calcutta, St. Paul's school and St. Joseph's school in Darjeeling, and the Cuttack Protestant school, all of which are aided; and LaMartiniere and another private school in Calcutta, which receive no aid.

83. The increase of three Government schools is due to the inclusion of the Moorshedabad College and School for the first time in the returns of Government schools, and the reorganisation of the Taki aided school as a Government institution. The circumstances of this latter transfer were altogether exceptional; the school, which has existed for many years, being situated in a remote part of the Sundarbans, where no committee of management could be looked for; and the local zemindar, Baboo Rajmohun Roy Chowdry, having endowed it in perpetuity, and provided a suitable building on a site selected and purchased by Government. The terms of the transfer provided that, if the local income fell off, the establishment or class of the school should be reduced so that no additional cost should be hereafter thrown on Government. In two other instances in which the managers of high English schools offered them to Government, the offer was declined on the ground that the maintenance of the school should be left to local enterprise.

84. The increase of six aided schools is the result of the following operations:—

(*a*) Eight middle English schools have been converted into high schools, viz. Sadhuhati and Islampore in the Presidency Division, Porjana in Pubna, Madaripur, Kisorganj, Pirozpur, and Rairkathi in the Dacca Division, and Sasseram in Shahabad.

(*b*) New grants have been given to the Patrosire school in Bankoora, and to the Cuttack European school.

(*c*) The Kanchrapara and Basirhaut schools in the Presidency Division forfeited their grants; the Moheshpur School in the Sonthal Pergunnahs drew no grant, and was reported to be on the brink of extinction when visited by the Assistant Inspector in February last, and the Taki school was made a Government institution.

85. The decrease of ten unaided schools is thus accounted for: in the Presidency Division, the Moorshedabad College and School, hitherto treated as unaided schools, are now classed as Government institutions; the North Baharu school has been given up; the Cossipore and Entally schools have furnished no returns; the Chitpore Wesleyan school has transferred itself to Calcutta; while the schools at Basirhat and Kanchrapara have been transferred from the aided to the unaided list; the net result being an apparent loss of four schools under this head. In the Burdwan Division, the Radhanagar Anglo-Sanskrit school has been abolished, the Chinsurah Hindu school has furnished no returns, and the Patrosire school has been transferred from the unaided to the aided class; while new schools have been opened at Bansberia-Sibpore and Khanakul; there being thus a decrease of one school. In the Dacca Division there is a loss of two unaided schools, owing to the amalgamation of the Dacca school with the Pogose school, and the closing of the Tangail Dwarkanath school in Mymensing. In the Patna Division there is a loss of one school, owing to the abolition of two schools in Bankipore and the conversion of the Arrah town private school into a high school. In Orissa, the Cuttack European school having been transferred from the unaided to the aided class, there is an apparent loss of one school. In the Chittagong Division there is a decrease of one school, the Maharajah of Tipperah's school at Comillah having furnished no returns.

SECONDARY EDUCATION.

86. UNIVERSITY ENTRANCE EXAMINATION.—The results of the Entrance Examination for the three classes of high English schools are here compared:—

Entrance Examination, December 1881.

CLASS OF SCHOOLS.	Number of competing schools.	Number of candidates.	NUMBER PASSED IN THE—				Percentage of success.
			First division.	Second division.	Third division.	Total.	
Government schools	51	792	83	228	151	462	58·3
Private schools (aided)	88	454	23	78	77	178	39·20
Ditto (unaided)	69	807	49	195	131	375	46·46
Private students and teachers	.....	52	.....	4	7	11	21·15
Total ...	208	2,105	155	505	366	1,026	4·874

87. In the previous year 1,184 candidates passed out of 2,031, or 58 per cent.; the results therefore show some falling off. They cannot, however, be considered unsatisfactory when 49 per cent. of the candidates passed the examination. The Government schools as usual maintain their superiority over private institutions, having passed 58 per cent. of their pupils. The aided schools have again fallen back, while unaided schools have once more come to the front. In the year before the position of these two classes of schools was reversed. The explanation of this change of the relative position of aided and unaided schools lies in the circumstance that, while the great unaided schools of the country are situated in the town and suburbs of Calcutta, Dacca, Moorshedabad, and a few other places where they have acquired deserved popularity and success, the aided schools are generally held in smaller centres of population, and cannot as yet take their place definitely above the big town schools.

88. The following table compares the success of Government, aided, and unaided schools in fuller detail:—

DIVISION.	Total number of schools.	NUMBER OF SCHOOLS WHICH SENT CANDIDATES.				NUMBER OF SCHOOLS WHICH PASSED CANDIDATES.				Number of candidates.	CANDIDATES PASSED IN THE				Number gained scholarships.
		Government.	Aided.	Unaided.	Total.	Government.	Aided.	Unaided.	Total.		First division.	Second division.	Third division.	Total.	
Burdwan	55	7	35	9	51	7	22	8	37	406	24	79	85	188	20
Presidency	54	6	27	17	50	6	21	14	41	366	32	105	63	200	23
Calcutta	31	5	3	24	32	5	3	22	30	604	58	144	85	287	21
Rajshahye	14	6	7	2	15	5	7	2	14	114	9	27	25	61	17
Dacca	20	5	4	9	18	5	3	8	16	236	16	74	47	137	19
Chittagong	6	3	3	1	7	3	...	1	4	57	5	19	6	30	8
Patna	16	6	4	4	14	5	1	2	8	153	7	25	20	52	18
Bhagulpore	8	5	2	2	9	5	2	2	9	60	4	16	12	31	12
Chota Nagpore	7	5	2	...	7	4	1	...	5	24	...	5	4	9	7
Orissa	6	3	1	1	5	3	1	1	5	33	...	8	12	20	10
Total ...	217	51	88	69	208	48	61	60	169	2,053	155	501	359	1,015	155

89. The only Government schools that failed to pass candidates were those of Purulia, Julpigoree, and Motihari, all of the third class. The failure of the Purulia school, which had done very fairly at previous examinations, is attributed by the head master, partly to the dulness of the boys who formed the Entrance class, and partly to the system of promotions made for the last three or four years on the result of examinations conducted by the District Committee. The Deputy Commissioner, Mr. Clay, does not admit that "Manbhoom has a monopoly of stupid or idle boys;" but nevertheless the Assistant Inspector is of opinion that an examination, on the result of which the formation of classes depends, should be left to the head master entirely. He rightly thinks that it is the duty of the Committee to test and criticise the work of the teachers, but by no means to perform any portion of their work. According to the Assistant Inspector, the true cause of the failure, to which the head master's extreme eagerness to get a transfer to the inspectional branch of the service may have also contributed, was his absence from duty on sick leave towards the close of the session, when the pupils of the first class

required his undivided attention. Two other teachers of the school were also absent; the result affecting not only the examination of the year, but rendering the prospects of the following year equally gloomy. The explanation of the lamentable failure at Julpigoree, as given by the head master and accepted by the Committee, is this:—the head master's own ill-health, general sickness throughout the school among both masters and scholars, the absence of the pundit during four months of the year, and sickness of the boys at the very time of examination. In connection with the failure of all the boys from Motihari, the head master states that, when he took charge of the school in June 1881, he found the names of three boys in the Entrance class, but that only one boy was actually present; the two absentees came in August, but one of them fell sick and went home. He also admitted in July an ex-student of the school who appeared intelligent; but as there was at the time no provision for Sanskrit teaching, this boy, though he passed in all the other subjects, failed in the second language. The Moorshedabad College and the Taki school, both of which have been recently taken over by Government, sent no candidates. The former is a school of the third and the latter of the second class.

90. The steady progress of aided schools, as tested by this examination, has met with a temporary check. In 1878, out of 84 aided schools, 73 competed and 49 were successful; in 1879, out of 85 schools, 80 competed and 60 were successful; in 1880, out of 88 schools, 83 competed and 74 were successful; in 1881, out of 98 schools, 88 competed, and only 61 were successful. The explanation of this diminished success will be given further on.

91. The number of unaided schools is not precisely known, since many in Calcutta and some in the mofussil furnish no returns to this Department. But of 69 schools that sent candidates to the examination, it appears from the University returns that 60 were successful.

92. Leaving out the schools in Calcutta and in the advanced divisions of Burdwan and the Presidency, in which amidst large numbers there must be several inferior schools, the satisfactory condition of high English schools of all classes throughout the country may be gathered from the fact that of 75 schools, Government, aided, and unaided, sending candidates to the Entrance Examination out of a total of 77, 61 were successful.

93. GOVERNMENT SCHOOLS.—These are either schools attached to colleges and under the control of the Principal, or zillah schools of the first, second or third class. The class of a school is fixed by the number of its pupils; whether over 300, between 300 and 175, or under 175—conditions which also generally determine the scale of establishment. Schools taken over by Government under special circumstances, such as the Moorshedabad College and School and the Taki school in the 24-Pergunnahs, are also classed with zillah schools. The following tables show the results of the Entrance Examination for schools of each class. In accordance with the practice of previous years, the merit mark in the last column is found by crediting the school with one, two or three marks for each boy passing in the third, second or first division. As explained in previous reports, each class includes schools of widely different numerical strength; and therefore the merit mark, though supplying a convenient test of progress year by year, gives only a rough idea of the comparative merits of different schools.

Collegiate Schools.

NAMES OF SCHOOLS.	Number of pupils.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit marks
Hare	641	75	13	14	10	37	77
Hindu	411	70	13	14	10	37	77
Dacca	524	42	4	18	10	32	58
Hooghly	403	40	5	8	18	31	49
Patna	562	24	4	7	2	13	28
Rajshahye	340	22	2	7	7	16	27
Krishnagar	235	23	1	8	8	17	27
Hooghly Branch	340	30	....	8	7	15	23
Calcutta Madrasa	386	15	3	3	4	10	19
Sanskrit	181	31	1	7	1	9	18
Midnapore	378	12	1	6	3	10	18
Chittagong	465	12	.....	6	3	9	15
Cuttack	288	14	.....	2	4	6	8
Berhampore	157	10	1	1	...	2	5
Bethune Girls' School	100	3	...	2	...	2	4

SECONDARY EDUCATION

94. The Hare and Hindu schools take as usual the highest places on the list, being bracketed equal, not only in accordance with the system of merit marks, but also in respect of the numbers passing in each division. A pupil of the Hindu school was bracketed first in the list of Entrance candidates with a pupil of the Kandi school in Moorshedabad, the third place being taken by a Hindu school boy, while the best student of the Hare school occupied the fourth place in the list.

95. The Hindu and Hare schools have for years been in close competition, the results of late years being more favourable to the Hare school; but, on the present occasion, the Hindu school has overtaken its rival, and if the proportion of successful scholars to the number sent from each school be taken into account, the balance would incline in favour of the Hindu school. The Hare school has now on its rolls 641 pupils against 631, while the Hindu has 411 against 387 of the preceding year. Both the schools are therefore still growing In February 1882, Babu Giris Chandra Deb, the well-known head master of the Hare school, retired on pension, after serving Government with the utmost zeal and fidelity, in positions of high responsibility and importance, for nearly 40 years. Babu Bholanath Paul, MA, head master of the Hindu school, was appointed his successor, Babu Chandicharan Banerjea, formerly head master of the Cuttack High School, taking Babu Bholanath's place at the Hindu school. The Accountant-General's statement shows that the income of the Hare school from fees only was Rs. 27,886, and its expenditure, including municipal taxes and Public Works expenditure, was Rs. 24,406. The income of the Hindu school was Rs 19,380, and its expenditure Rs. 24,108, including taxes and repairs of buildings. The expenditure of this school has, however, again been brought within its income. The Dacca collegiate school maintains its position as third in order of merit, a position which it acquired in 1880. Under its present Principal, this school occupies a very high place in point both of efficiency and of discipline. The number of its pupils rose during the year from 432 to 524; the fee receipts increased from Rs. 9,316 to Rs. 9,450; two more teachers have now been appointed; and the additional accommodation provided for the school three years ago has again become insufficient. Orders have lately been passed by Government that the admission of pupils shall in future be restricted by the capacity of the school to accommodate them The Rajchandra hostel is much appreciated; the number of boarders has risen from 60 to 86 The Hooghly collegiate school again occupies the fourth place on the list. The fee-income was Rs. 13,171 The number of pupils, however, declined from 434 to 403; and the Hindu hostel had only 70 boarders, against 91 of the preceding year. The Patna school, which occupied the tenth place, has now risen to the fifth, and it has the large roll number of 562 pupils, being second only to the Hare school. Its fee-income was Rs 11,591. The hostel attached to it had 14 boarders only; it did not pay its way, and has since been closed. The Patna City school, which in the previous year was raised to the status of a high English school, is chiefly attended by Mahomedan students. On a representation from the residents, the Principal has been asked to consider the question of removing this school to the centre of the Mahomedan section of the city The number of students rose from 167 to 222.

96. The Rajshahye and Kishnaghur collegiate schools are bracketed sixth in order of merit, though the former passed 16 and the latter 17 candidates. The roll number at Rajshahye increased from 301 to 340, and that at Kishnaghur declined from 307 to 235. The Nuddea fever seriously affected the progress of education in this district, and the local college and its attached school suffered much in consequence. The fee-income at Rajshahye declined from Rs. 5,723 to Rs. 5,591, and at Kishnaghur from Rs. 7,294 to Rs. 5,715. The Hooghly branch school has come down from the sixth to the eighth place, and none of its pupils passed in the first division The number of pupils rose from 341 to 349, but the fee-income declined from Rs 7,575 to Rs 7,323 The Calcutta Madrassa (Anglo-Persian Department) rose from the thirteenth to the ninth place, having passed three pupils in the first division. Ten candidates out of 15 were successful. The Sanskrit Collegiate School passed only nine out of 31 candidates;—a result which again shows conclusively that the promotions and admissions to the Entrance class are made without sufficient reference to the actual fitness of the pupils. Of the 22 who failed, 13

failed in Sanskrit; a proportion higher than that found in any other school in Bengal. The cause of this extraordinary result is not explained, and the attention of the Principal and the head master has been drawn to the point. From the Midnapore collegiate school, which sent up only 12 candidates, more pupils passed than from the Sanskrit collegiate school, though in merit mark the two schools are on a par The Chittagong collegiate school closely approaches them. The roll numbers at this school rose from 421 to 455, and its fee-income was Rs. 4,698. The Cuttack school passed six out of its 14 candidates, none of them in the first division. The Berhampore school and the Bethune girls' school passed each two pupils, though the former sent ten and the latter only three candidates to the examination. The striking failure of the Berhampore collegiate school, which had passed all its 12 candidates in the preceding year, is attributed to the circumstance that proper care had not been taken in forming the Entrance class—a plea which reflects no credit on the head master.

97. *Zillah Schools, First Class.*—The number of these schools, which are defined by having 300 pupils and upwards, was 13, against 12 of the preceding year. The Noakhali and Mozufferpore schools, which have now respectively 329 and 330 pupils, have gained admission to this class, while the Comillah school, which has suffered a large loss of pupils, has reverted to the second class. The increasing demand for English education in Behar continues to make itself felt, as six out of the 13 first grade schools belong to that province; and they received an accession of 154 pupils, notwithstanding the fact that the opening of private English schools, to some of which grants have been given, has been encouraged at Arrah, Gya, and Chupra, with the object of relieving the pressure on the zillah schools concerned. The result of the increase has been a demand for enlarged building accommodation, which has in some instances been complied with.

Zillah Schools, First Class

Name of Schools	Number of pupils	Number of candidates	First division	Second division	Third division	Total passed	Merit marks
Mymensingh	460	19	1	10	7	18	30
Beerbhoom	320	25	3	8	3	14	28
Utterpara	476	23	4	6	2	12	26
Bhagulpore	492	13	4	6		10	24
Burrisal	477	15	4	3	4	11	22
Howrah	379	11	4	3	1	8	19
Noakhali	329	9	1	6	1	8	16
Chupra	543	11	1	5	1	7	14
Gya	5 3	12		4	3	7	11
Mozufferpore	330	12	1	3	2	6	11
Rungpore	301	10		4	1	5	9
Arrah	420	25		1	5	6	7
Monghyr	348	8		2	3	5	7

98. The Uttarpara school, after maintaining its place at the head of the list for three years, has now been reduced to the third place, Mymensingh and Beerbhoom having done better in the examination. Both Uttarpara and Mymensingh show an increase in the number of pupils, but the roll number at Beerbhoom has declined from 380 to 320, on account of the prevalence of malarious fever of a severe type. Burrisal, which was second in the previous year, is now fifth, having been beaten by Bhagulpore and the two other schools just named. The number of pupils at Bhagulpore has risen from 433 to 492, and at Burrisal from 452 to 477. Howrah has lost a place (from fifth to sixth) and its merit mark is 19 against 25, but its pupils numbered 379 against 330. Noakhali has not only made good its entrance into the class, but occupies a position next to Howrah, having passed eight out of its nine pupils. Chupra gained during the year 47 pupils, and passed seven out of its 11 candidates. Gya succeeded equally well at the Entrance Examination, but its roll number increased by only one, as two schools had been opened in its neighbourhood with grants-in-aid, in order to relieve the pressure on it. Mozufferpore has now taken rank as a first class school, having gained 47 pupils during the year and passed six candidates at the examination. Rungpore passed five, against six in the year before. At Arrah the number of pupils was allowed to decline from 462 to 420, the unaided English school in the town having been encouraged to raise its status to that of a high school. Monghyr occupies the lowest place in the list, having passed five pupils against four in the previous year.

SECONDARY EDUCATION

99. *Zillah Schools, Second Class.*—The number of schools in this class is nine, against ten of the year before; two schools, at Noakhali and Mozufferpore, having risen to the first class, and Comillah having come down from the first to the second class. The only other changes of importance are that the Baraset school has risen to the head of the class, both in numerical strength and in efficiency, Bankoora having come down from the first to the second place, and the last place being taken by Bogra instead of by Dinagepore. The Taki school sent no candidates to the examination.

Zillah Schools, Second Class.

Name of schools	Number of pupils	Number of candidates	First division	Second division	Third division	Total passed	Merit marks
Baraset ..	295	11	4	5	1	10	23
Bankoora	256	22	1	6	6	13	21
Comillah ..	291	13	2	6	2	10	20
Furreedpore	275	10	3	4	2	9	19
Jessore	287	10	1	7	1	9	18
Pubna	289	8	..	3	2	5	8
Ranchi	197	6		3	1	4	7
Dinagepore .	185	9	1	2		3	7
Bogra	223	4			1	1	1

100 Baraset has taken a decided rise, 10 out of its 11 candidates having passed the examination, and four of them being in the first division. The results of the amalgamation with the Trevor vernacular school are entirely satisfactory; five boys, who were sent to the middle scholarship examination, having all passed in the first division. The attached hostel had 39 boarders, against 21 of the previous year. The hostel building requires enlargement. The school building also needs to be thoroughly repaired and enlarged. The Bankoora school passed more candidates than in the preceding year, but only one of its pupils gained a place in the first division. The Comillah school has suffered a temporary loss of pupils, owing to the increased strictness with which promotions were made on the results of the annual examination. The disappointed boys, after threatening the head master and one of the assistant teachers, left in a body. Their loss is not regretted, and it is hoped the school will soon regain its position among zillah schools of the first class. Of the pupils, only 71 were Mahomedans, towards whose educational charges Rs. 798 were spent from the Mohsin grant. The Furreedpore school passed nine pupils out of 10 sent up, but only three of these were in the first division against five of the previous year, and the merit mark has declined from 25 to 19. The school-house, which is too small, is to be enlarged by the addition of two rooms and a verandah; a sum of Rs. 3,500 has been secured for this purpose from local sources, and Government has promised a further grant of Rs 2,500. The Jessore school has gained an accession of pupils on its amalgamation with the local vernacular school. Nine boys passed the Entrance Examination, against five of the preceding year. The hostel attached to it has 10 boarders. The Pubna school passed only five candidates against 11 of the year before—a poor result. The Inspector says that the best boy in the school committed suicide shortly before the examination, and the school remained closed for five weeks owing to the prevalence of cholera in the town. The Ranchi school passed four candidates, against five in the year before. The pupils in Chota Nagpore are mainly Hindus, the number of Christian and non-Christian Kols reading in the seven high schools of the division being only 23. The Dinagepore school passed three candidates against two the year before, a slightly improved outturn. Bogra passed only one candidate out of four sent up. This poor result is attributed to the burning down of the school-house, in consequence of which the school was transferred to unsuitable quarters, and held only for four instead of five hours a day.

101. *Zillah Schools, Third Class.*—The following table shows the order of this class of schools. The Nizamut College sent no candidates to the examination:—

Zillah Schools, Third Class.

Name of Schools.	Number of pupils.	Number of candidates	First division.	Second division.	Third division.	Total passed.	Merit marks.
Balasore	168	9		2	5	7	9
Barrackpore	167	9		4		4	8
Maldah	103	7		3	2	5	8
Moorshedabad	173	12		3	2	5	8
Pooree	123	5		3	1	4	7
Palamow	79	2		1	1	2	3
Deoghur	104	9			2	2	2
Hazaribagh	100	4		1		1	2
Purneah	125	2			1	1	1
Chybassa	50	2			1	1	1
Purulia	118	6					
Julpigoree	108	5					
Motihari	125	4					

102. The Balasore school again occupies the first place in the list, from which it was ousted by Barrackpore the year before. Out of nine candidates sent up, seven were passed. It is noteworthy that none of the third class schools has this year passed any pupils in the first division. The reduced numerical strength of the Barrackpore school is due, as noticed in the last report, to the establishment of a high school at Nawabgunge within a couple of miles; but there is no immediate reason to fear that the former school will suffer any further loss of pupils. His Excellency the Viceroy presided at the distribution of prizes in March last, and himself awarded two special prizes, one for arithmetic and the other for an English letter. It is proposed to place the lower classes of the school on a vernacular basis and to amalgamate the local vernacular school with it; and the proposal is said to have received His Excellency's support. The amalgamation would necessitate an enlargement of the school building. The Maldah school shows no increase in the number of its pupils; but it passed five candidates out of seven at the last examination, and occupies the third place on the list. It stood fifth in the preceding year. The Moorshedabad school is shown for the first time in the returns as a Government school. In point of efficiency it stands on a par with the Maldah school, though it has a much larger staff, and its cost to Government is over Rs. 12,000 a year. The scholars pay no fees, in compliance with the practice that obtained when it was supported from the Nizamut Deposit Fund; but there is no reason why pupils who have no special claims to exemption should not, in the altered constitution of the school, be required to pay fees at reasonable rates, and this point will be considered. The Pooree school passed four pupils out of five sent up, a result only slightly inferior to that of the previous year. The number of Brahmin boys, who are slowly taking to English education, increased from nine to 13. The Palamow school passed two pupils, and may now be said to have made a fair start. Deoghur has lost a few pupils; but it passed two candidates at the examination, as in the year before. Hazaribagh, which failed entirely in the previous year, passed one boy in the second division; the result is still unsatisfactory. The ravages of fever at Purneah have reduced the attendance from 170, at which it stood in September 1880 when the place was comparatively healthy, to 125. The school passed only one pupil out of two sent up, and the annual examination showed no good results. The fact is, both masters and pupils were prostrated by the prevailing fever, and school work was in consequence much interrupted. Chybassa, with a roll number of 50 against 64 of the preceding year, succeeded in passing one pupil at the examination. This is the second candidate that has passed from this weak and struggling school since its establishment. The sudder vernacular school has now been amalgamated with it, and the instruction in the lower classes of the united institution has been placed on a vernacular basis. The causes of the failure of the Purulia, Julpigoree, and Motihari schools have been explained in a foregoing paragraph.

103. It is satisfactory to note that the Jessore and Baraset schools, which have adopted a vernacular constitution for the lower classes, are achieving increased success in both the vernacular and the English departments.

SECONDARY EDUCATION.

Proposals for remodelling the Barrackpore and Chybassa schools on the same system have been adopted or are under consideration. The system has the support of the most experienced officers of the Department; and though it is desirable to gain some further experience of its working in those schools into which it has been actually introduced, its extension to other schools appears to be only a question of time. Some officers go so far as to maintain that the teaching in all subjects up to the Entrance standard should be in the vernacular, English being taught throughout as a language only. There is much to be said in favour of such a system, as most nearly according with the true theory of education in this country, and as being most likely to advance the standard not only of school, but of subsequent University education. Its adoption in schools would not be open to the objection which must be raised against its extension to colleges, on the ground, namely, that suitable vernacular text-books in the higher branches of study neither exist nor are in any way called for. Those who aim at a University degree must qualify themselves for it in every subject through the medium of English, and of English only.

104. AIDED SCHOOLS.—The increase of six in schools of this class, from 98 to 104, has been already explained. Eight schools have been raised from the middle class, and two new grants have been sanctioned. On the other hand one school has been transferred to Government management, two have lost their grants, and one which had ceased to draw its grant, and was in a feeble state, furnished no returns.

105. The Presidency Division had 32 schools, as at the beginning of the year. The grants to the schools at Kanchrapara and Basirhat were cancelled, and the Taki school was taken over by Government; Islampur and Sadhuhati schools were raised from the middle class, and the Bunwariabad school, transferred from Beerbhoom to Moorshedabad on a re-arrangement of district boundaries, appears for the first time in the returns of the Presidency Division. Of the 32 schools 27 sent candidates to the Entrance Examination, and of these 21 were successful. The six unsuccessful schools are those at Baduria, Sodpur, Muragacha, Daulutpur, Lakhipasa, and Bunwariabad. The causes of failure at Baduria cannot easily be traced; as, under the same teaching staff in the previous year, five out of six candidates passed the examination. Sodpur has now a better staff of teachers, and the Inspector hopes that the school will do better at the ensuing examination. Muragacha has done badly at two successive examinations, and its instructive staff is reported to be weak and constantly changing. The school requires a thorough overhauling. The Daulutpur school fared worse than in the previous year. The head master quarrelled with one of the principal families of the place, and it was proposed to replace him by a graduate. The grant to the Lukhipasa school was under suspension on the ground of mismanagement, but has recently been restored on the promise of amendment. Bunwariabad is under an efficient teaching staff, and is well cared for by its local patron, the zemindar. The cause of its failure is not explained. Of the non-competing schools, the one at Meherpur has already been reduced to the middle class. Two of them were newly raised to the class, and one was the old school at Baripur, which has invited back its former head master under whom the school did fairly well. After the collegiate school at Kishnaghur, Narail stands first in the whole division, on the result both of the last and of the previous five years, 51 boys having passed during that period. At the last examination, five passed in the first, six in the second, and one in the third division, out of 16 candidates. The number of pupils increased from 160 to 270. The Navadwipa school is the best in the Nuddea district. Its average attendance was 205, and seven out of eight candidates passed the examination, three in the first and four in the second division; one scholarship of Rs. 15 and two of Rs. 10 each were awarded. Both these schools have good houses of their own, the building at Navadwipa having been constructed mainly at the expense of Babu Ratan Mani Kundu. The three aided schools in Calcutta are schools for Europeans. They were all successful at the examination.

106. The aided schools in the Burdwan Division stand at 37, as in the previous year. The school at Patrosire in Bankoora received a grant, and the Bunwariabad school was transferred to the Presidency Division. Thirty-five of the schools sent candidates to the Entrance Examination, but only 22 were successful. Of the unsuccessful schools four have been recently established.

The others, says the Assistant Inspector, have accounted for their failure. Six of the successful schools, namely, the Konnagar, the Chinsura Free Church, the Kuchiakol, the Scarsol, the Gurbhawanipur, the Tumlook Hamilton, the Bandghora and the Ajodhya schools may be considered to have done fairly; four others did tolerably, and 12 barely passed.

107. In the Rajshahye Division there were seven schools, against six of the preceding year. The increase of one school is due to the elevation of the Porjana middle school to this class. All these schools competed at the examination and were successful. In the Dacca Division the aided schools numbered five, as in the previous year. At the examination three of them were successful. The unsuccessful schools were those at Rowile and Teghoria, which passed candidates in 1880. In the Chittagong Division there are three aided schools, as in the year before, namely, the Brahmanbaria school in Tipperah, the Campbell school in the town of Chittagong, and the Patia school in the same district. They all sent candidates to the Entrance Examination, but all failed. The Joint-Inspector explains that the Campbell and Patia schools were raised to the status of high schools only two years ago, and that the candidates sent up were unsuccessful students of other schools The failure of Brahmanbaria, which had done better in previous years, was the subject of a special inquiry, in the course of which it appeared that there had been too frequent changes in the teaching staff.

108. In the Patna Division there are five aided schools against four of the previous year. The increase of one is due to the elevation of the Sasseram school to this class. As yet it sends no candidates to the examination. The remaining four schools, viz. Tikari, Dinapore, Behar, and Jhaugunj sent candidates, but only one of them, the Tikari school, was successful. The Dinapore and Jhaugunj schools were raised to the class only recently; and the failure of Behar, which had done much better in former years, is ascribed to serious dissensions among the committee of management. In the Bhagulpore Division there were only two aided schools of this class, that at Mohespur not having drawn its grant for upwards of two years, and not having furnished the departmental returns. These two schools, namely Pakour and Jamalpur, sent candidates to the examination, and both were successful. The Pakour school, whose pupils generally are allowed to read free, passed all the five candidates sent to the examination. The head master was promoted to a Government school, but returned on the plea of ill health. The Dumka school has, since the close of the year, been raised to the status of a high school

In Chota Nagpore there are two aided schools, at Pachumba in Hazaribagh and at Pandra in Manbhoom. The former failed altogether, and the latter passed only one candidate In Orissa there are two aided schools against one in the previous year, namely, the Lakhannath school and the Cuttack European school. The former passed a candidate; the latter, which is a new school, sent none to the examination. The young Mahashay of Lakhannath passed the last examination; a circumstance which the Joint-Inspector regards as one of hopeful augury for the stability of the institution. His success was commemorated by his mother, who is the Secretary, by a liberal distribution of alms, and by an ample reward to the head master. "Her interest in the welfare of the school," writes the Joint-Inspector, "continues unabated, and forms a gratifying exception to the indifference one is accustomed to meet with in women of her class" The Circle Inspector rightly urges that the gradual elevation of some of the most forward sub-divisional middle schools of Orissa to the status of high schools should be constantly kept in view, and that the grants to these should be liberal. The supply of students to the Ravenshaw College, the prosperity of which is so closely bound up with the progress of Orissa, depends entirely upon the number of candidates passing the Entrance Examination from the high schools of the province; and it is of the utmost importance that their number should be increased. A movement in this direction is now being made. The Inspector entertains the same opinion with regard to the educational policy to be pursued in the Orissa Tributary Mehals, where there are at present three middle English, but no high schools.

109. UNAIDED SCHOOLS.—There is a decrease of 10 unaided schools, from 72 to 62. Two of these, as already explained, have been taken over by Government. The loss of the remaining eight is thus shared by the several divisions:

SECONDARY EDUCATION

Presidency two, Burdwan one, Dacca two, Patna one, Orissa one, Chittagong one. The exact number of unaided schools teaching up to the Entrance Examination is not known to the Department, as several schools in Calcutta and some in the mofussil towns do not furnish returns. The 62 schools that furnished returns are thus distributed: Calcutta 22, Presidency Division 14, Burdwan 11, Dacca seven, Patna five, and the divisions of Rajshahye, Bhagulpore, and Orissa, one each. Some of the unaided schools, for example, the Maharaja's school at Burdwan, the Chuckdigi school, the Maharaja's school at Durbhunga, and the Barari school in Bhagulpore, charge no fees. The founders of these schools act from charitable or pious motives, but it has been repeatedly pointed out that the gratuitous instruction the pupils receive diminishes their self-respect and renders them less amenable to discipline.

110. The second languages taken up by the candidates at the Entrance Examination are shown in the following statement:—

Entrance Examination, December 1881

	1880	1881
Latin	70	89
Sanskrit	1,422	1,468
Arabic	27	24
Persian	57	100
Bengali	342	315
Urdu	48	49
Hindi	42	37
Uriya	15	13
Armenian	6	9
Burmese	2	1
Total	2,031	2,105

As in former years, the chief point of interest is the continued decline in the number of those who take up Bengali for the Entrance Examination. In 1876 they were 549, in 1879 they were 413, and in 1880, 342; while in 1881 they fell to 315. I am inclined to think that the number taking up a vernacular will in a few years become so small as to justify the Senate in making a classical language compulsory at the Entrance Examination.

111. The subjoined table classifies the candidates according to their religion:—

Entrance Examination, December 1881.

Religion	Number of candidates	Number passed in the			
		First division	Second division	Third division	Total
Hindus	1,809	134	437	339	910
Mahomedans	100	5	17	13	35
Christians	118	13	41	12	66
Others	21	3	10	2	15
Total	2,105	155	505	366	1,026

The only important point to be noticed is an increase in the number of Mahomedan candidates from 73 to 100, although the number of successful candidates of that creed declined from 40 to 35. This decrease in the proportion of successful candidates to the total number sent up is not, however, confined to Mahomedans, as before explained.

112. The following table gives the distribution of junior scholarships awarded on the results of the Entrance Examination :—

Distribution List of Junior Scholarships, 1882.

Division.	First grade scholarships, Rs. 20 a month.	Second grade scholarships, Rs. 15 a month.	Third grade scholarships, Rs. 10 a month.	Total.	Number of Scholarship-holders who passed the Entrance Examination in the		
					First division.	Second division.	Third division.
Burdwan	2	6	12	20	16	4	.....
Calcutta	5	5	11	21	19	2	.....
Presidency	2	8	13	23	21	2	.....
Rajshahye	1	6	10	17	8	8	
Dacca	1	7	11	19	14	5	.....
Chittagong	.....	1	7	8	5	3	.....
Patna	.....	6	12	18	7	9	2
Bhagulpore	.....	3	9	12	4	7	1
Orissa	.....	4	6	10	.....	8	2
Chota Nagpore	... ..	2	5	7	.....	5	2
Total ...	11	48	96	155	94	53	8

It may here be noted that, while in 1881 no less than 117 of the junior scholarships were awarded to candidates passing in the first division, and only one scholarship was given to a candidate in the third division, in 1882 the number of scholarships awarded to candidates passing in the first division was only 94, while eight were given to those in the third division. This circumstance affords an indication of the failure of schools, especially those in backward tracts, to come up to the standard as fully as in the previous year, which is clearer than that supplied by the mere numbers passing the examination.

113. The following revised rules for the award of junior scholarships have recently been sanctioned by Government:—

One hundred and fifty-two junior scholarships are awarded annually at the University Entrance Examination to successful candidates educated at schools in Bengal.

2. The scholarships are of three grades:—10 of the first grade carrying monthly stipends of Rs. 20, 47 of the second grade carrying monthly stipends of Rs. 15, and 95 of the third grade carrying monthly stipends of Rs. 10.

3. With the sanction of the Director of Public Instruction, a junior scholarship may be held at any one of the affiliated colleges in Bengal which the holder may select.

4. Each scholarship will, subject to good conduct, be tenable for two years, provided the holder is certified by the Principal of his college at the end of the first year to have made due progress in a collegiate course of instruction.

5. The holder of a junior scholarship, in an institution not under the management of Government, will be liable at any time to be examined by two persons appointed by the Director of Public Instruction, and approved by the Principal of the college to which he belongs; and on proof of unsatisfactory progress, to be deprived of his scholarship.

6. No candidate will be eligible who has not studied for the previous nine months in the school to which he belongs at the time of presenting himself at the Entrance Examination.

7. The scholarships of the first grade will be awarded to the 10 candidates who obtain the highest aggregate marks.

8 The scholarships of the second and third grades will, subject to future reconsideration, be allotted to the several Commissionerships in the following proportions :—

	Second grade.	Third grade.
Burdwan Division	6	12
Town of Calcutta	5	10
Presidency Division	7	13
Rajshahye and Cooch Behar Division	6	10
Dacca Division	7	11
Chittagong Division	1	7
Patna Division	6	12
Bhagulpore Division	3	9
Orissa Division	4	6
Chota Nagpore Division	2	5
Total	47	95

SECONDARY EDUCATION

9. The Commissioner of the Division, in consultation with the Circle Inspector, will notify in the *Calcutta Gazette*, not later than the 1st May of each year, the number of junior scholarships to be allotted to each district at the ensuing December examination. Scholarships not taken up in the district or division to which they are assigned, may be awarded by the Director of Public Instruction at his discretion to deserving candidates from other divisions, special regard being had to the requirements of those parts of the country in which it is considered desirable to stimulate the demand for a collegiate education

10. No candidate who cannot read and write with facility and correctness one of the vernacular languages of Bengal will be eligible for a junior scholarship

11. The holders of scholarships in all Government colleges will be required to pay the usual monthly fees levied from other students, provided that no scholarship-holder shall be required to pay a higher fee than Rs 10 per mensem.

SPECIAL SCHOLARSHIPS FOR GIRLS.

Three junior scholarships, one of each grade, will be open annually for competition at the Entrance Examination to female candidates educated in any school in Bengal They will be tenable in a collegiate institution approved by the Director of Public Instruction These scholarships will be awarded on conditions similar to those prescribed for boys' scholarships.

114. MIDDLE ENGLISH SCHOOLS —The figures for this class of school are again compared—

	1880 81		1881 82	
	Schools	Pupils	Schools	Pupils
Government schools	10	1,247	10	1,390
Aided „	455	27,922	479	30,038
Private „	123	6,179	138	7,629
Total ..	588	35,348	627	39,057

115. The number of Government schools remains unchanged. These are the Rangamati and Bandarban boarding-schools for Mughs and Chukmas in the Chittagong Hill Tracts; the Bhooteah boarding school and the zillah school at Darjeeling; the boarding-school for Europeans at Kurseong; the Bogra Model school; the Patna Model school; the Nasriganj school in Shahabad supported from the Estates Improvement Fund; the Colinga Branch school for Mahomedans attached to the Calcutta Madrassa; and the model school attached to the Calcutta Normal school. The Bogra and Nasriganj schools were originally Government vernacular schools, to which an English class has been added by local effort, without any increase to the Government grant.

116. Of the 479 aided schools, 7 are schools for European boys, viz. the Calcutta Boys' school, the Catholic Male Orphanage in Calcutta, the Jamalpore school, the Assensol school, St Thomas' school at Howrah, the Roman Catholic school at Cuttack, and the Dacca European school. Excluding these, which will be considered under a separate heading, it is seen that the aided schools for native boys have increased from 441 to 463, giving a net increase of 22 schools which is thus accounted for. There have been 37 new grants; and nine vernacular schools, having added English classes, have been recognised as English schools. On the other hand, 11 grants have been cancelled; seven middle schools have been converted into high schools, and six English reduced to vernacular schools.

117. Unaided schools have increased from 123 to 138, or by 15. The increase is thus accounted for: The Presidency and Dacca divisions have each gained seven schools, and the Rajshahye, Chittagong, and Orissa divisions two each; while three schools in the Orissa Tributary Mehals have been included for the first time. On the other hand, Patna has lost three, Burdwan two, and Calcutta, Bhagulpore, and Chota Nagpore one each. Middle English schools, whether aided or unaided, form part of the same system, and if they be taken together, it is found that there has been a gain of 39 schools and of 3,566 pupils; a satisfactory result, which was fully anticipated when middle English schools were placed on a vernacular basis,—a constitution which makes it easy for a vernacular to transform itself into an English school, and which is now almost universally accepted. The not infrequent conversion of middle English into vernacular schools merely implies that the English class is not sufficiently supported; the teaching of English is therefore dropped until the school becomes stronger or better able to pay. Again, a school may open an English class without being recognised departmentally as an English school; it does not achieve that position until it has won it by success at the scholarship examination. The new rules for middle scholarships have brought the two classes of

schools, English and vernacular, into very fluid contact, in which their boundaries cease to be sharply distinguishable.

118 In the Presidency Division the number of aided schools is 86, the same as in the preceding year. Seven new grants were sanctioned; five of them in Jessore, one in Nuddea, and one in the 24-Pergunnahs; four grants were cancelled, namely, three in the 24-Pergunnahs and one in Nuddea; two were converted into high schools, and one was reduced to a middle vernacular. Unaided schools rose from 22 to 29; the latter number including the five schools whose grants were cancelled, and two new schools in Nuddea. All the schools have adopted the vernacular constitution. Since 1878, eight middle vernacular have been converted into middle English schools, and 14 middle English into middle vernacular. Of the vernacular schools 14 have added English classes, but without any change as yet in their classification.

119. In the Burdwan Division, 105 schools are aided and 35 unaided, against 101 aided and 37 unaided of the year before. The gain of four aided schools is thus explained:—Seven new grants were sanctioned; one school was converted from middle vernacular to middle English; one reduced from middle English to upper primary; and three grants were cancelled. Four of the new grants are in the Hooghly district. The decrease of two unaided schools is caused by the sanction of grants to three, the abolition of three, and the opening of four new schools. Taking aided and unaided schools together, there has been a gain of two schools and of 365 pupils. The Ramkistopore Bible school is the only institution which has not accepted the vernacular constitution Since 1878, seven middle English have been converted into high schools, and three into middle vernacular schools; while English classes have been attached to 24 vernacular schools.

120. In the Dacca Division, aided schools have declined from 91 to 88, but their pupils have increased from 7,114 to 7,407. The decrease of three aided schools is thus explained; four have been converted into high schools, four have been reduced to middle vernacular, and four have collapsed; on the other hand, five middle vernacular schools have been transferred to the middle English class, three have been newly aided, and one, the grant of which was in abeyance, has been restored to the position of a grant-in-aid school Unaided schools have increased from 13 to 20, the gain being shared between Dacca, Backergunge, and Mymensingh. Dr. Martin writes: "All middle English schools in the division, excepting the European and Eurasian school in Dacca, have adopted the vernacular constitution. The number of vernacular schools which have been converted into English schools since the orders of 1878 is 26, inclusive of vernacular schools which keep English classes, viz 15 in Dacca, two in Furreedpore, one in Backergunge, and eight in Mymensingh; on the other hand 13 English have since been converted into vernacular schools, viz. eight in Dacca, three in Furreedpore, one in Backergunge, and one in Mymensingh." In the Chittagong Division, the number of Government and aided schools remains unaltered, but unaided schools have increased from five to seven. The number of pupils was 2,163 against 1,868 of the previous year, indicating a gain of 295 pupils. Three middle vernacular have been transformed into middle English schools, and two middle English into middle vernacular. There are no English classes attached to vernacular schools. All the middle English schools have adopted the vernacular constitution. "If, however," adds the Joint Inspector, "the reform stops short at middle English schools and is not extended also to high English schools, it will have effected only partial good. Ex-students from our middle English schools cannot now take their proper places in high English schools, owing to the different methods of instruction pursued in the two classes of schools. It is generally imagined that for students who have prospects of extending their studies up to college classes, it is best to take admission in high English schools from the beginning." It must, however, be remembered that the reform was intended chiefly in the interests of those whose studies went no further than the middle standard. If the change is hereafter introduced into high schools generally, it will be on its own merits.

121. In the Rajshahye Division, the number of Government and aided schools is unchanged, but there is an increase of two private schools and of 137 pupils. One middle English was converted into a high school, and a new school received a grant. The total number of schools is now 57; of these

SECONDARY EDUCATION

seven are unaided. All the schools except one have adopted the vernacular constitution. Five vernacular schools have, since 1878, been transformed into English and two English schools into middle vernacular.

122. In the Patna Division, there were 81 schools for boys, excluding four schools for Europeans. Of the 81 schools, two are Government, 61 aided, and 18 unaided; against two Government, 44 aided, and 21 unaided schools of the year before The increase of 17 aided schools was due to the sanction of 18 new grants, and the transfer of one school to the high class. The decrease of three unaided schools was due to the opening of nine new schools, the closing of six, the transfer of two to other classes, and the grant of aid to four. There is a net gain of 14 schools and 981 pupils. The Inspector remarks that these schools are liked by the people for the English they teach, though the amount of it be small. All these schools have been constituted on a vernacular basis Since 1878, three middle English have been raised to the status of high schools, and one has been reduced to that of middle vernacular. Five vernacular schools, on the other hand, have been transformed into middle English; and English classes have been attached to 24 middle vernacular schools In the Bhagulpore Division aided schools increased by three, and there was a loss of one unaided school; the net result being a gain of two schools and 144 pupils. The whole increase for Behar amounts therefore to 16 schools; a circumstance which shows that the demand for English education, even of an unpretending character, is rapidly growing there All the schools in the Bhagulpore Division except one, which has since applied for conversion to a high school, have adopted the vernacular constitution; since 1878, English classes have been attached to six vernacular schools, and five vernacular have been transformed into English. These changes have been too recent to permit of success being attained at the scholarship examinations.

123. In Chota Nagpore the number of schools remains 12 as in the year before, but their pupils increased by 76. They have all adopted the vernacular constitution. No vernacular schools have been transformed into English; but two unsuccessful English schools have, since 1878, been reduced to the vernacular standard. In Orissa aided schools remain, as before, 19; unaided schools have risen from two to four. All except the Cuttack Roman Catholic school have adopted the vernacular constitution; and one vernacular has been transformed into an English school. No English school has been reduced to the vernacular standard. In the Orissa Tributary Mehals three middle English schools are at work. Of these, Dhenkanal and Baripada should, in the opinion of the Circle Inspector, be allowed to develope into high schools

124. Middle English schools are generally popular, though they do not find favour with some of the district officers. Mr. Anderson, the Magistrate of Bankoora, remarks: "There is a general demand in this district for this class of schools, which increases every year. Unless, therefore, we provide soon some technical schools as outlets, the mere scholastic element, already too great, will breed only political discontent." However desirable technical education may be, the "scholastic element," as it is termed, comprises only 7½ per cent. of the total number of pupils attending schools in Bengal, elementary pathsalas included. This is no excessive proportion; and in point of education it will hardly be questioned that the 39,000 pupils in middle English schools under their present constitution, according to which they receive all substantive instruction in the vernacular, learning in addition a moderate amount of English as a language only, are getting a far better training than the 32,000 pupils of 1878, when all subjects were taught through English, and therefore badly taught, by teachers who were themselves imperfectly acquainted with that language. Nor, again, am I disposed to attach any great weight to the apprehension of political discontent. It is a trite saying that discontent is the mother of progress; and if boys who have received a fair vernacular education are filled by such education with the desire of improving their lot in life, and if they find that desire stimulated by the further acquisition of a useful, however elementary, knowledge of English, I do not see in the circumstances any great ground for sorrow or alarm. On the contrary, if it is admitted (as it probably will be) that the mental faculties of the students are strengthened and developed by the additional education thus imparted, such an enlargement

of their field of view may lead them to demand additional facilities for that very technical instruction, the absence of which is now rightly deplored, and also to co-operate with Government in providing it. It is not the spread of English education that checks professional or industrial enterprise. The Medical College and the Engineering College, besides the growth of numberless other arts and trades, are sufficient to show that educated Bengal takes readily to a great variety of pursuits that uneducated Bengal would not so much as look at. The national wealth and prosperity are increased by education, even by that English education which is sometimes decried as the source of indefinite political evils. The fact is, attention is fixed on the few who go from office to office seeking for situations and not finding them,—men who have in many instances failed in their school or college career, and who would fail equally in any walk of life; in their case it may be conceded that disappointment and discontent are their normal lot. But, in the argument that I am considering, no attention is paid to those (and they are the majority) who, having profited by such education as may have been open to them, enter quietly into the complex life of the nation, and do their part towards keeping the economical machine at work, without attracting to themselves any special notice. But after all, it is rather late in the day to discuss questions like this. I can understand objections to education on the ground that it is bad, but not on the ground that it is high. Again, I can understand objections to a system of education on the ground that its different parts are not in due proportion; for example, that primary is sacrificed to high education, or high to primary; or again, as in the present instance, that technical education is not sufficiently pushed, compared with general education. So far I am quite at one with Mr Anderson; but I cannot ignore the difficulties that beset the question which he raises To be of any real utility, technical instruction requires, as a condition of its growth and development, the existence of industrial centres, in connexion with which corresponding schools may be opened. Such centres exist on the Continent of Europe, where technical schools abound; they do not exist, except in a few large towns, in any part of Bengal. The development of technical education in this country needs all the care and thought that can be given to so vitally important a subject; but meanwhile it may be useful to remember that practically all the scholars throughout Bengal, who now receive a general education in any form above the barest rudiments, belong to those classes of society with whom a liberal education, as that has been from time to time understood, is a tradition of centuries It should hardly be thought less useful or necessary at a time when it is proposed to give the people a largely increased share in the local government of the country.

125. The results of the middle English scholarship examination for boys are given below. The standard is that of the middle vernacular scholarship, with English added as a language only.

Middle English Scholarship Examination, 1881

Division	Number of institutions sending examinees			Number of pupils on their rolls at the beginning of the year			Number of examinees				Number passed			
	Government institutions	Other institutions.	Total	Government institutions	Other institutions	Total	Government institutions	Other institutions	Private students.	Total	Government institutions	Other institutions	Private students	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Presidency		74	74		5,690	5,690		201	15	216		123	5	128
Calcutta ..	1		1	176		176	9		1	10	6			6
Burdwan . .	2	87	89		4 292	4 292	3	215	10	228	2	177	8	187
Rajshahye	1	34	35	223	2 174	2,397	2	81	3	86	2	68	2	72
Dacca .	1	59	60	198	5 420	5,618	3	158	4	165	3	99	3	104
Chittagong .	3	24	27	193	1 929	2,122	4	27	1	33	4	20	1	25
Patna	4	31	35	307	2,205	2,512	12	88	21	121	10	52	13	75
Bhagulpore	..	15	15		705	7 5		28	.	28		18	..	18
Chota Nagpore		6	6		302	302		12		12		10		10
Orissa	.	15	15		1,068	1,068		60	1	61		53		53
Orissa Tributary Mehals		2	2		215	215		3		3		3		3
Total	12	347	359	1,097	24,000	25,097	33	873	56	962	29	623	31	683

SECONDARY EDUCATION

126. It is seen that 359 schools sent 962 candidates, of whom 683 passed. In the previous year 347 schools sent 987 candidates, of whom 583 passed. The number of successful candidates is therefore not only larger, but the proportion of those passed to the number sent in is also much greater. The increase of successful candidates is shared by all the divisions except Rajshahye, Patna, and Chota Nagpore; but the largest increase has taken place in the Burdwan Division. The results on the whole are satisfactory, as showing that the schools are rapidly adapting themselves to the new course of study and the new conditions of examination. It will be remembered that the acceptance of a vernacular constitution by these schools could not be followed by such immediate change of the teaching staff as was called for in each individual instance; and that even if school managers felt disposed to replace inefficient English masters by competent pundits trained in Normal schools, the supply of the latter failed to keep pace with the increasing demand for their services. As I remarked last year, the period must still be regarded as one of transition, although in several schools a complete revision of the establishment has already been carried out, with marked increase of efficiency.

127. MIDDLE VERNACULAR SCHOOLS.—The statistics of these schools are repeated:—

	1880-81.		1881-82.	
	Schools.	Pupils.	Schools.	Pupils.
Government	172	9,645	183	10,467
Aided	769	39,941	791	41,623
Private	97	4,622	76	4,351
Total .	1,028	54,208	1,030	56,441

128. There is a net gain of 22 schools and 2,233 pupils. Government schools show an increase of 11, and aided schools of 22; while there has been a loss of nine unaided schools. There is a small falling off in the numbers attending unaided schools, but in Government and aided schools there has been an increase of 2,504 pupils. The increase of Government schools is due to the re-opening in backward districts of seven model schools, transferred from more advanced localities; and to the inclusion in the returns for the first time of four Government schools in the Tributary Mehals of Orissa. The increase of pupils is shared by all the divisions except Burdwan and the Presidency, which together have lost 20 schools and 925 pupils. On the other hand, Dacca has gained 15 schools, Chittagong five, Rajshahye three, Patna seven, Bhagulpore two, and Orissa one, while nine private schools in the Orissa Tributary Mehals have been included in the returns The net result, as stated above, is a gain of 22 schools. The loss of 15 schools in the Presidency Division does not imply their actual disappearance, but is for the most part due to a revised classification of the schools supported from the circle or the primary grant, the status of some of these having been reduced from middle to upper primary. The decrease of five schools in the Burdwan Division is accounted for by the transfer of a Government vernacular school from Uttarpara to Tipporah, the conversion of a vernacular into a middle English school, the amalgamation of five others with English schools in their neighbourhood, the closing of nine, and the elevation of 11 primary schools. The gains and losses balance each other, except in the case of the five schools amalgamated with English schools, the result in these cases being a saving in expenditure without decrease in efficiency.

129. It is satisfactory to note that, while middle English schools maintain a fair rate of increase, vernacular schools of this class are also able not only to hold their own, but to furnish evidence of increased popularity. The reconstitution of middle English schools on a vernacular basis has now so far advanced as to make it difficult to distinguish between a middle English school and a vernacular school with an English class attached. There are no doubt striking differences in point of organisation, discipline, and teaching power between the best middle English and the worst middle vernacular

schools, but the average schools of each class are much of a pattern. The formal recognition of a vernacular as a middle English school follows its success at the departmental scholarship examination; and a school which does not attain to the requisite degree of proficiency in the English language, as determined by the results of two successive scholarship examinations, is generally allowed to revert to the vernacular class. Such a process of transformation has been going on for the last two years, and it will still go on. Of 56,441 pupils in middle vernacular schools, 4,419 are returned as learning English. In these circumstances, the distinction that has for some years obtained between middle vernacular and middle English schools tends gradually to disappear; and the further simplification of including both classes under the single head of "Middle schools" seems to be only a question of time.

130. The following revised rules for the grant of middle scholarships, which were sanctioned by the Government of Bengal in January 1882, and which recognise the close affinities of the two sets of schools and of the subjects they teach, have been framed to suit the present and future requirements of middle schools, vernacular as well as English.

Middle vernacular scholarships of Rs. 4 a month will be tenable for four years at any high class English school, or for three years at any first grade normal school.

Middle English scholarships of Rs. 5 a month will be tenable for three years at any high class English school.

Both classes of scholarships will carry with them the privilege of free tuition in all Government and aided schools, in addition to the stipend.

The scholarship will be tenable during good conduct, and will be liable to withdrawal under the orders of the Circle Inspector.

Free tuition after the expiration of the stipend will be allowed, conditionally on good behaviour, at any high class English school, for a maximum period of two years to vernacular scholars, and of one year to English scholars.

No boy shall be allowed to compete for a middle English scholarship after he has passed the age of 16, or for a middle vernacular scholarship after he has passed the age of 15 years.

It will be open to candidates, whether from middle English or from middle vernacular schools, to compete either for middle English or for middle vernacular scholarships.

The subjects of examination will be as follows:—

	Maximum marks.
English language	150
Vernacular language	150
Arithmetic	150
History and Gography, including Physical Geography	150
Euclid and Mensuration	100
Sanitary science	50
with one of the following subjects:—	
(a) Elements of natural philosophy	50
(b) Elements of chemistry	
(c) Elements of botany	
Total ...	800

To be eligible for a vernacular scholarship, a candidate must obtain 33 per cent. of the total marks in the vernacular language and in the arithmetic paper; and to qualify for a vernacular certificate he must obtain 25 per cent. of the marks in each of those subjects Similarly, to be eligible for an English scholarship, a candidate must obtain 33 per cent. of the total marks in the English paper; and to qualify for an English certificate, he must obtain 25 per cent. of the marks in the same paper. In the remaining subjects credit will be allowed for all marks obtained. Subject to these conditions, all the marks will be added up, and the scholarships (or certificates) will be awarded according to the aggregate number of marks gained by each candidate. Candidates who obtain the required number of marks will receive middle English scholarships (or certificates) if they have obtained the minimum number of marks in the English paper. To successful candidates, whose marks in the English paper fall short of the minimum, middle vernacular scholarships (or certificates) will be awarded.

SECONDARY EDUCATION

At each examination the successful candidates for each class of scholarship will be arranged in three divisions—

1. Those obtaining half marks and upwards in the first division.
2. Those obtaining three-eighths marks and less than half marks in the second division.
3. Those obtaining one-quarter marks and less than three-eighths marks in the third division.

The nominal values of the two stipends are Rs. 180 and Rs 192 respectively, and taking into account the savings from short drawings on account of absence, &c, the mean value of the actual payments on account of the middle scholarships of both classes may be taken as Rs 180. It will therefore not be necessary to decide beforehand the amounts to be allotted respectively to English and vernacular scholarships. The number of scholarships assigned to a district will be the quotient of the allotment in rupees divided by 180, or the whole number next above that quotient The portion of the total number of scholarships to be allotted respectively as English and vernacular will depend upon the results of the examination.

Each Circle Inspector will conduct the scholarship examination for his circle. A uniform course will, however, be published by the Director of Public Instruction two years in advance of the examination for all circles alike, in place of the separate courses at present issued by the several Circle Inspectors The fees payable by candidates will be Rs 2 for middle English scholarships, and Re. 1 for vernacular scholarships.

131. The following table gives the results of the middle vernacular scholarship examination for boys:—

Middle Vernacular Scholarship Examination, 1881.

Divisions	Number of institutions sending examinees			Number of pupils on their rolls at the beginning of the year			Number of examinees				Number passed			
	Government institutions	Other institutions	Total	Government institutions	Other institutions	Total	Government institutions	Other institutions	Private students.	Total	Government institutions	Other institutions.	Private students.	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Presidency	12	137	149	603	9 303	9,971	46	378	22	446	28	166	6	200
Calcutta	1	7	8	352	2,066	2 418	9	38		47	9	29		38
Burdwan	19	121	140	1,494	6 808	8,302	71	346	42	459	64	261	27	352
Rajshahye	15	90	105	1,019	4 672	5,691	58	229	22	309	49	175	10	234
Dacca	13	278	289	1,040	18 231	19,271	53	830	82	965	39	661	26	726
Chittagong	7	58	65	356	3,644	4,000	14	162	13	189	12	120	3	135
Patna	38	80	118	2,240	4,162	6 402	174	195	95	464	83	81	19	183
Bhagulpore	18	32	50	817	1,364	2,181	62	79	44	185	26	41	9	76
Chota Nagpore ..	12	11	23	633	806	1,439	37	30	10	77	22	24	5	51
Orissa	13	34	47	403	1,494	1,897	46	125	12	183	43	102	12	157
Orissa Tributary Mehals	4	4	8	202	303	505	12	9	5	26	12	8	3	23
Total	152	850	1,002	9,224	52,813	62,037	582	2 421	347	3,350	387	1,668	120	2,175

132. At this examination 1,002 schools sent 3,350 candidates and 2,175 passed. In the previous year 931 schools sent 3,509 candidates and 2,004 passed. The improvement is satisfactory, especially in regard to the increased proportion of successful students to the number sent, which shows that the candidates come to the examination better prepared. The measures taken during the last few years with respect to the "inefficient margin" of schools have no doubt contributed to this result. The increased success is also partly due to the fact that many good candidates from middle English schools competed for the vernacular scholarship. In such circumstances it is necessary to take the two middle scholarship examinations together, and thus to compare the results for the last four years:—

	Number of competing middle schools.	Number of middle scholarship candidates	Number passed
1878	1,152	3,665	2,135
1879	1,191	3,466	2,015
1880	1,278	4,496	2,587
1881	1,361	4,312	2,858

SECONDARY EDUCATION

Since 1879, when the examinations under the new standard took place for the first time, the figures above quoted show a steady advance both in the number of competing schools and in that of successful candidates The significance of this result lies in the fact that all the passed candidates have read the full vernacular course, whether with or without the addition of English. There is reason, therefore, to hope that education in middle schools has now been placed on a sound and satisfactory basis. The revised rules quoted above, which practically equalise the value of the English and the vernacular scholarship, will, it is confidently believed, further increase the popularity and success of these examinations. The number of scholarships of each class, English and vernacular, to be given out of the district allotment, has up to this time been decided beforehand, in proportion to the number of schools of either kind. At the last examination, 122 middle English and 221 middle vernacular scholarships were thus awarded. In future years, under the new rules, the number of English and of vernacular scholarships will be determined solely by the results of the examination; and it will be a matter of interest to note how far English or vernacular schools are encouraged by them.

V.—PRIMARY EDUCATION.

PRIMARY EDUCATION

133. The statistics of primary schools of all classes for boys for the last two years are compared in the subjoined statement:—

Upper Primary Schools.

	1881		1882	
	Schools	Pupils	Schools	Pupils
Government	9	293	18	659
Aided	1,632	56,582	1,847	65,162
Private	60	2,443	79	2,777
Total ...	1,701	59,318	1,944	68,598

Lower Primary Schools

Government	10	266	10	257
Aided .	35 992	618,062	44,606	754,918
Private .. .	5.697	83 240	4,228	57,164
Total . . .	41,699	701 568	48,844	812,339
GRAND TOTAL	43 400	760,886	50,788	880,937

134. The number of primary schools has increas from 43,400 to 50,788, or by nearly 17 per cent, and their pupils from 760,88 to 880,937, or by nearly 16 per cent. This increase is spread over all the divisions, Chittagong having brought in 47,000 additional scholars, Dacca 28,000, Presidency 14,000, Orissa 13,000, Bhagulpore, Burdwan, and Rajshahye from 6,000 to 9,000, and Chota Nagpore 2,000; Patna remaining stationary.

135. An additional grant of a lakh of rupees for primary instruction, raising the total grant under this head to Rs. 5,00,000, was sanctioned by Government for the year under report; but the district officers succeeded in spending only Rs. 4,78,000. In the previous year the charges for 37,643 schools and 675,203 pupils were Rs. 4,01,000 to Government, and Rs. 12,13,000 from private sources. The Government expenditure has therefore increased by Rs. 77,000, against an increase of Rs 1,90,000 from local sources; the latter sum representing the money contributions of the people towards the support of the pathsalas newly brought under aid.

136. Under the orders of Government conveyed in the Resolution on the last report, and in fuller conformity with the system of classification authorised by the Government of India, the class of schools formerly designated "lower

PRIMARY EDUCATION

vernacular," and classed as secondary schools, have now been included in the primary system under the name of "upper primary schools." The "primary schools" of previous years have in consequence become "lower primaries." The course in the highest class of upper primary schools includes (1) the vernacular language; 2) the history and geography of the Lower Provinces; (3) arithmetic, inclusive of zemindari and mahajani accounts; (4) the first book of Euclid; (5) elementary notions of physics; and (6) the Sanitary Primer. This corresponds approximately to the fifth standard of elementary schools in England. In the lowest class the alphabet is taught; that is, every upper primary school includes a lower primary as well. The standard of lower primary schools includes (1) a vernacular adaptation of "Chambers' Rudiments of Knowledge"; (2) hand-writing and reading of manuscript; (3) arithmetic up to the first four rules, simple and compound, on the European method; (4) Subhankari, or rules and formulæ for mental arithmetic on the native system; (5 bazar accounts, zemindari accounts, and simple mensuration; and 6) the Sanitary Primer. This is the highest standard, and is that of the lower primary scholarship examination. It lies between the third and fourth standards of English elementary schools. Under recent departmental orders, the class of lower primaries includes those indigenous schools, and those only which have adopted in any degree the departmental standards, or which send pupils to the central examinations. On the other hand, those indigenous pathsalas, tols, and maktabs in which the course of instruction is entirely unaffected by departmental standards, and which are altogether outside departmental recognition and control except in the submission of an annual return, have now been transferred to the class of "special instruction." In former years they appeared under the head of primary schools, and hence the actual increase in the numbers of this last class is even greater than that shown above.

137. One pathsala in every 25 brought under organisation is an upper primary school. In point of organisation and discipline, the upper primaries serve as models to lower primary schools, and are in fact pathsalas in a somewhat higher stage of development In some divisions they are survivals of the old departmental pathsalas under trained or certificated teachers, or of indigenous patshalas of a superior class, in which Sanskrit and other similar studies have been replaced by modern subjects of instruction. They are mainly supported from the primary grant, and are essentially a part of the primary system, their lower classes teaching the ordinary subjects of pathsala instruction. The advance of a school from the lower to the upper primary standard is brought about in most cases by pressure from within; since the foremost pupils, after passing the lower primary standard, practically compel the teacher, if he is in any way competent, and if there be no suitable school near at hand, to take them through a higher course. The officers of the Department, and district officers in a still greater degree, have generally restrained this tendency to rise, partly in the belief that but few gurus were fully qualified to teach the upper primary course, and partly under the apprehension that the lower classes might be neglected in favour of the upper, and might consequently desert the schools. It may however be pointed out that the best indigenous pathsalas always taught in their highest classes something beyond the mere rudiments of letters, without in any way neglecting these in the lower classes; and that the monitorial system, which existed in full strength from the earliest times in the pathsalas, and which is said to have been the origin of the "Bell and Lancaster" system of English schools, may be so strengthened as to supply an effectual safeguard against this danger. The subject possesses the highest importance at present time, when attention is being directed on the one hand to raising the standard of instruction in primary schools, and on the other to spreading education of a suitable and practical kind more and more widely among the masses; in view especially of the fact, noticed in the last report and in the Government Resolution thereon, that the standard in mental arithmetic seems to have suffered a temporary decline. The primary system in Bengal cannot be said to be placed on a satisfactory footing until provision is made for both modes of development, wherever the circumstances of a village and the qualifications of the guru render such a development feasible. It is possible that the measures of restriction taken in past years have been carried too far; and that the rise of primary schools has been in some instances checked and discouraged, when

their rise would have been both natural and beneficial. It will be seen that this view now appears to be gaining more cordial assent than heretofore.

138. UPPER PRIMARY SCHOOLS.—These show an increase of 243 schools and 9,280 pupils. The recognition of these schools as forming part of the primary system has apparently induced district officers to accept, in a fuller measure than before, the inherent tendency of primary schools to rise in standard. Government schools of this class have increased from 9 to 18, the increase being due to the inclusion in the returns of nine schools in the estates of Banki and Ungool in Orissa. The most notable increase in aided schools is found in the divisions of Bhagulpore, Dacca, Chittagong, and Rajshahye; but every division has contributed its share. Unaided upper primaries have increased from 60 to 79.

The Presidency and Burdwan divisions head the list with 384 and 377 schools respectively; next come Bhagulpore, Patna, Dacca, Rajshahye, and Orissa (inclusive of the Tributary Mehals) with between 200 and 300, Chittagong with 112; and Chota Nagpore with 52. Of all the schools of this class, 1,944 are for boys and 324 for girls.

139. The results of the upper primary scholarship examination for boys are tabulated below for each division:—

Upper Primary Scholarship Examination, 1881-82

Division	Number of Institutions sending Examinees			Number of Pupils on their Rolls at the beginning of the year			Number of Examinees				Number passed			
	Government institutions	Other institutions	Total	Government institutions	Other institutions	Total	Government institutions	Other institutions.	Private students	Total	Government institutions.	Other institutions.	Private students	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Presidency		178	178	..	6 061	6,061		409	4	413		121		121
Calcutta ..		1	1		130	130		5		5		3		3
Burdwan		241	241		5 053	5 053		660	6	672		517	6	523
Rajshahye	1	104	105	58	3 097	3 150	4	222	11	237	3	131	8	142
Dacca	1	111	112	44	4 294	4 338	3	250	18	271	3	199	8	210
Chittagong		40	40	..	1,551	1 551		92	22	114		70	9	79
Patna . .	..	155	155	..	5 498	5 498		333	14	347		179	6	185
Bhagulpore		149	149		5 020	5 020		326	2	328		115		115
Chota Nagpore	2	34	36	85	1 209	1 294	6	87		93	6	38		44
Orissa	4	101	105	114	2,460	2 574	12	283	5	300	12	251	5	268
Orissa Tributary Mehals	3	15	18	102	458	560	4	28	1	33	3	22	1	26
Total	11	1,129	1,140	398	34,851	35 249	29	2,701	83	2 813	27	1 646	43	1 716

The results show an advance over those of the preceding year, when 2,930 candidates were sent up from 1,130 schools, of whom 1,677 passed. The increase of successful candidates, both absolutely, and relatively to the number sent up, is the natural outcome of the continued development of upper primary schools. In the Presidency, Burdwan, Rajshahye, and Chittagong divisions there is, however, some decline, which has been more than made up by the improvement elsewhere. Burdwan still maintains its rank as the division in which upper primaries have attained the greatest measure of success; it is followed at a respectable distance by Orissa, Dacca taking the third place in point of efficiency.

140. The following questions set at the upper primary scholarship examination of 1881, for schools in the Burdwan division, are appended as an illustration of the standard actually aimed at by the topmost section of the primary schools:—

UPPER PRIMARY SCHOLARSHIP EXAMINATION, 1881.

HISTORY.

1 In what year and by what Mahomedan general was Bengal conquered? Write a short account of this event.

2. How did Sher Shah become king? What beneficial acts were performed by him?

3 When and for what purpose was the East India Company formed? What circumstances procured them permission to erect factories in Bengal?

PRIMARY EDUCATION

4. Give an account of the Pindari incursions. How and when did these prove most troublesome to the people of Bengal?

5. State the causes that led to the misunderstanding between Mir Kasim and the English.

GEOGRAPHY.

1. Define an isthmus, a cape, an island, a lake, a table-land, and a mountain chain. Name one of each in each of the four quarters of the globe.

2. Where and what are the following:—

Indore, Srinagar, Borneo, Darjeeling, Andaman, Agra, Berlin, Edinburgh, Madagascar, Guinea, Washington, Cuba, Chili, New Zealand, Mississipi, Danube, Andes.

3. Mention the names of the rivers that fall into the Bay of Bengal.

4. Draw a map of the provinces governed by the Lieutenant-Governor of Bengal, and mark in it the course of three principal rivers and the position of 10 chief towns

SCIENCE.

1. Name the properties of solids and liquids, and explain clearly the difference between them

2. How many kinds of attraction are there? Give examples and illustrations of each.

3. Explain briefly that filthy water and impure air are the principal causes of sickness

4 State what gymnastic exercises are in use in this country, and mention the different parts of the body which are exercised by the several sports.

GEOMETRY.

1. Define the circumference of a circle, the centre of a circle, parallel straight lines, and scalene triangle. Write down the postulates as given by Euclid.

2. From the greater of two given straight lines to cut off a part equal to the less.

3. Prove the eighth proposition of Book I of Euclid.

4. If one side of a triangle be produced, the exterior angle is greater than either of the two interior opposite angles.

5. More than two equal straight lines cannot be drawn from a given point to a given straight line.

ARITHMETIC.

1 How many rupees can be equally divided amongst 2, 3, 4, 5, or 6 persons? Write down the least number.

2. Half of $\frac{5}{9} + \frac{9}{10} + 3\frac{3}{8} - 2\frac{1}{5}$. Simplify this, and find what fraction added to $5\frac{7}{17}$ will make it an integer

3. Of two given numbers the greater is 1·75 of the smaller, and their difference is 54 — ·09. Determine the numbers

4. In my box there are equal numbers of rupees, 8-anna pieces, 4-anna pieces, and 2-anna pieces, all amounting to Rs. 140-10. Find the number of each.

5. The price of 18 maunds of sugar is Rs 225 What will be the price of 22 maunds and 10 seers?

6. The price of 14 yards of satin is equal to that of 9 yards of linen. How many yards of linen should be bartered for 18 yards of satin?

SUBHANKARI.

1. If the price of one seer be Rs 2-14, what will be the price of 3 chattaks?

2. If $5\frac{1}{2}$ tolahs of opium can be bought for one rupee, what quantity can be got for 3 pice?

3 If the price of 500 maunds be Rs. 11-4, what will be the price of 32 gundas?

4. If the price of one maund be Rs. 13-2, what will be the price of $12\frac{1}{2}$ seers?

5. A piece of land measures 8 kattahs in length and 3 kattahs in breadth. What is its area?

6. Find the interest of Rs. 12-8 for three months at Rs. 9 per cent. per annum.

141 The following revised rules for the award of upper primary scholarships have recently been sanctioned by Government:—

1. These scholarships are open to candidates from upper primary schools, whether aided or unaided, and are awarded on the results of an annual examination held by the Circle Inspector; but no candidate may be sent up from any school from which a pupil has competed for a lower primary scholarship during the same year.

2. Not more than one scholarship will be granted in any year to one school. No candidate above the age of 13 years will be eligible for an upper primary scholarship.

3. The scholarships will be of the value of Rs. 3 a month, and will be tenable for two years, conditionally on the good conduct and satisfactory progress of the holder, at any middle English or middle vernacular school No scholarship shall be withdrawn from its holder, for misconduct or any other cause, without the sanction of the Circle Inspector.

4. The scholarships will carry with them, in addition to the stipend, the privilege of free tuition in all Government and aided schools of the classes specified in the preceding paragraph.

5. The following will be the subjects of examination for upper primary scholarships:—

	Marks
I —Bengali language	100
II —History and geography of Bengal	100
III —Arithmetic	150
IV —Euclid, Book I	50
V.—Elements of natural philosophy and physical science	100
VI.—Sanitary primers	100
Total	600

6 To gain an upper primary scholarship, a candidate will be required to obtain 33 per cent. of the total marks in the Bengali language and in the arithmetic paper; and to gain an upper primary certificate he will be required to obtain 25 per cent. of the marks in each of those subjects In the remaining subjects credit will be allowed for all marks obtained. Subject to these conditions, all marks will be added up, and the scholarships or certificates will be awarded according to the aggregate number of marks gained by each candidate

7. At each examination the successful candidates will be arranged in three divisions:—

1. Those obtaining half marks and upwards in the first division.
2. Those obtaining more than three-eighths marks and less than half marks in the second division.
3. Those obtaining more than one-quarter marks and less than three-eighths marks in the third division.

8. Each Circle Inspector will conduct the scholarship examination for his circle. The fee payable by candidates for these scholarships will be eight annas

142 Lower Primary Schools.—The system of payment-by-results in some shape or other is now in operation more or less completely in all but five districts, namely, Bogra, Pubna, Darjeeling, Julpigoree, and Lohardugga. Since the close of the year Bogra has adopted a rough modification of the system, and Pubna and Julpigoree promise to initiate it in the current year. In Lohardugga also a small number of schools are paid according to results; so that Darjeeling is now the only district in which it does not prevail in name, though even there it is understood that grants to schools are regulated by the attendance and proficiency of the scholars. The principle, therefore, that a system of payment for results is generally suited to the circumstances of primary schools has been accepted in every part of the country, though there are still wide differences between different districts in the mode of its application.

143. Throughout Orissa, and in the Burdwan and Chittagong divisions, the system has expanded with extraordinary rapidity, and the number of pupils in primary schools of organised instruction varies in these divisions from 25 to 29½ per thousand of the population. In the Presidency and Dacca divisions the proportion of pupils to population falls to 13 and 10 per thousand; but in both divisions, and especially in the latter, a further great extension of the system may be looked for. In Behar the system is apparently approaching the limits of its development; but the indigenous pathsalas of the province, though numerous, have always been thinly attended, and thus it happens that only nine pupils per thousand are at school. Rajshahye and Chota Nagpore are the only divisions in which partly from local and partly from other causes, the system has not yet been productive of large results, there being only six pupils in primary schools for every thousand of the population. But the Inspector of the Rajshahye Circle and the Assistant Inspector of Chota Nagpore are convinced of the existence of a large number of indigenous schools which are as yet untouched by our operations, and the registration of which should be at once undertaken by the local inspecting staff. As an illustration of the comparative ease with which local officers yield to the belief that all existing pathsalas have already been enumerated, I may cite the case of the late Deputy Inspector of Mymensingh, who, after several years' experience of the district, made in 1881 the authoritative statement that "indigenous pathsalas are rare things in this district." The operations conducted by his successor, as shown elsewhere, in a few months completely upset this belief, and brought Mymensingh to the front as a district full of pathsalas.

144. The conclusion arrived at by Dr. Martin that there are in the Rajshahye division many indigenous pathsalas not yet recorded, finds indeed a striking confirmation in the fact that while the departmental returns for 1882 give the numbers at school in that division as 63,147, the number of persons under

PRIMARY EDUCATION.

instruction, as ascertained at the census of February 1881, were much larger, namely, 102,455. "The existence of independent and indigenous primary schools," says Mr. Norman, the Magistrate of Rungpore, "was a matter to which I directed special enquiry during my tours in the interior of the district, and the result of my enquiries was that very few such schools indeed were to be found—a fact which, to a great extent, cuts away the ground from under our feet when we endeavour to promote and extend education by the introduction of a system of payment-by-results. The success of that system in Orissa and Midnapore was mainly due, not to the creation by it of new schools, but to its attracting within its sphere of operation indigenous schools already existing. The probabilities of success are incomparably less here, where the raw material, consisting of these established indigenous schools, may almost be said to be non-existent." Mr Price, the Magistrate of Furreedpore, believes that "the system* under which the primary grant is administered appears to be well adapted to the circumstances of a district like Furreedpore, where indigenous pathsalas are few, and where a good portion of the primary grant must continue for some years more to be devoted to the establishment of new schools." A comparison, however, of the statistics of children at school, as furnished in the departmental returns for 1882 and the census returns for 1881, reveals the fact that in the districts of Rungpore and Furreedpore, at any rate, there are large numbers at school, of whom no report is given by the local educational officers; the figures being 12,621 and 19,571 according to the departmental returns, against 23,695 and 27,972 respectively, as given in the census tables.

145. The divisional and district summaries, which follow, will show briefly the working of the different systems of payment-by-results in operation. Conspicuous among these are the Midnapore system, and the adaptation of it known as the chief guru system of Behar, both of which show large capacities of expansion, and are being gradually extended to districts other than those into which they were originally introduced. Payment of rewards to gurus for the success of their pupils is not foreign to popular notions, and is, in fact, in full accordance with the customs of the country. Mr. Larminie's system of small stipends and large rewards has also been extended to one or two districts. The chief guru system may be said to have as its essential features: (1) the division of a district into a number of sub-circles, each under a stipendiary guru, who is empowered to inspect pathsalas in the sub-circle, and is paid a small allowance for this extra duty; (2) the examination at a fixed centre of the pupils of a sub-circle in simple reading, writing, and arithmetic; (3) the payment of certain rewards to gurus after the central examinations and those for scholarships; (4) payments to gurus of non-stipendiary pathsalas for submitting returns and keeping attendance registers; (5) the distribution of elementary vernacular school books among such pathsala pupils as do well at the central examinations, and are likely to take to the use of printed books. The Midnapore system provides for no subsidiary inspectional agency such as is supplied by the chief guru; and it gives rewards in cash to both gurus and pupils for success at the central examinations, which are of a somewhat more complex nature than those under the chief guru system. As stated above, both these systems have achieved large results, and either can easily be so modified as to be assimilated to the other. It may be noted here that the provision for the appointment of inspecting pundits in the divisions of Orissa, Chittagong, and Dacca, and of model gurus in the districts of 24-Pergunnahs, Mymensingh, and elsewhere, marks a further advance towards assimilation with the Behar system. The large increase shown by Mymensingh in its primary schools during the past year is due to its acceptance of a scheme closely analogous to the chief guru system.

146. The number of aided lower primary schools for boys being, as returned this year, 44,606, and the Government expenditure on them Rs. 3,47,245, each pathsala guru received on an average Rs. 7-12-6 for the year. The distribution of the primary grant among different classes of lower primary schools is shown as follows:—1,247 purely stipendiary schools received Rs. 35,641, at the rate of Rs. 28-9 a year; in 3,590 other schools, not purely stipendiary, Rs. 92,104 were paid in stipends, and Rs. 28,159 in other rewards, chiefly after examination, giving to each guru an average stipend of Rs. 25-10, and an average total income from Government of Rs. 33-7; in 33,332 non-stipendiary schools, the gurus received an average payment of Rs. 4-12 for

* Mainly stipendiary.

the year in rewards; while, finally, in 5,570 schools sending no pupils for examination, a sum of Rs. 7,727 was paid for registers and returns, at an average rate of Re. 1-6 to each guru. In addition to these payments to gurus, a sum of Rs. 25,786 was paid in rewards to pupils. The conclusion is forced upon us that the pathsalas exist, not because they are patronised to any large extent by the State, but because they form a remnant of the old Hindu village system, and are strongly rooted in the sympathies and traditions of the people.

147. Almost all inspecting officers of experience have expressed the opinion that the grant of a monthly Government subsidy to a pathsala has the effect of weakening its hold on the people, who diminish their contribution towards its support in direct proportion to the amount of the subsidy. It was, however, generally believed that the payment of rewards to teachers on the results of periodical examinations conducted at centres had no directly mischievous tendency of that nature; but the testimony of the Joint-Inspector of Orissa on this point shows the necessity of caution even in carrying out reward examinations. The Joint-Inspector says:—"As regards the tendency on the part of the people to withhold their accustomed contributions, the evil cannot be said to have in any sense been removed by the payment-by-results system. By being spread over a wider field it has only lessened in depth. The people in many cases withhold payment of the usual school fees when they see that their teacher has earned a lump sum from Government in the shape of rewards for results, and this they generally do during the last quarter of the year." The Inspector of the Rajshahye Circle calls attention to the circumstance that in the *Terai* portion of the Darjeeling district, where a cess of one anna in the rupee has now for some time been levied for educational purposes, the receipts from fees in primary schools, which declined in the first year from Rs. 136 to Rs. 93, have now in the second year of operations come down to Rs. 12. The reason assigned for this diminished contribution is this: "The jotedars are now required to pay a one-anna cess on account of education, and they decline to render the same amount of assistance as formerly to the gurus, whether in fees or in food." The fee-receipts in all primary schools returned this year amount to Rs. 11,56,102, a sum which is believed to be under-estimated by at least double that amount, if the payments in kind made by the villagers to the gurus be reckoned. It would be a serious matter if, on the introduction of a local rate or cess, all these voluntary payments were to decline and finally disappear. At any rate, the results of the system in operation in the Darjeeling Terai require close attention in view of any proposals for the transfer of educational charges to local bodies.

148. A comparison of the position of different districts from an educational point of view, as given in the last report, brought out the important fact that Burdwan took the lead, having half the number of its boys of school-going age at school. Following the same mode of calculation, and taking boys of school-going age at 15 per cent. of the male population as in England, the results this year are as follows. The first place is now taken by Noakhali, which has 32,008 boys at school out of 62,287 of school-going age. The districts that have one in every two at school are Noakhali, Hooghly, Tipperah, and Balasore. Then follow Calcutta, Burdwan, Bankura, and Midnapore, with one in 2·2 to 2·4 pupils; and next Howrah, the 24-Pergunnahs, and Cuttack (one in 2·5 to 2·9). Next come Chittagong, Backergunge, Pooree, Beerbhoom, and Dacca (one in 3·3 to 3·8). Patna has one pupil in every four at school; Jessore and Monghyr rather more than one in four; and Maldah rather more than one in six. Singbhoom and Furreedpore have one in six. Nuddea, Bhagulpore, and Mymensingh more than one in seven. Moorshedabad, Gya, and the Sonthal Pergunnahs one in seven; Patna, Manbhoom, Shahabad, and Mozufferpore more than one in eight. Rajshahye has one in eight; Bogra and Dinagepore one in nine; Sarun and Darjeeling one in ten; and Hazaribagh, Lohardugga, Julpigoree, Rungpore, Purneah, and Champarun, one in 11 to 14. The greatest advances have been made in Tipperah, Noakhali, the 24-Pergunnahs, Chittagong, Backergunge, Mymensing, Dacca, Jessore, and the Sonthal Pergunnahs.

PRIMARY EDUCATION

149. Reference has already been made to the striking confirmation of the departmental returns that has been afforded by the census statements of the previous year. This comparison may now be shown in some further detail; with the remark that the departmental returns, since they refer to a later year, might naturally be expected to show a considerable increase over those of the census. The census for Calcutta shows 25,166 persons of both sexes under instruction; the departmental returns show 27,105. The difference is chiefly explained by the fact that the Department finds 5,619 girls under instruction, while the census discovers only 3,960, no account being probably taken by the census officers of those under instruction in zenanas. In the Burdwan Division, the census shows 218,000 pupils, the Department 230,000. The large re-arrangement of district boundaries in this division that has taken place since the date of the census prevents any closer examination. In the Presidency Division the number of pupils according to the census was 153,000, according to our returns only 144,000. There are, therefore, at least 9,000 pupils that have to be sought out and accounted for, the deficiency being greatest in the Jessore District In the Rajshahye Division, as was stated in a previous paragraph, the census returns show 102,000 pupils under instruction, while the inspecting officers have only dicovered 63,000. In Dacca the figures are respectively 142,000 by the census and 146,000 by the departmental returns The Chittagong Division shows a wide divergence, the number by the census being 92,000 and by the Department 114,000 The chief difference is found in Tipperah, where there is an excess of nearly 19,000 pupils over the census returns, although those of the previous year agreed pretty closely. In the Patna and Bhagulpore Divisions there is an equally noticeable divergence in the same direction, the departmental returns showing 116,000 and 89,000 pupils in those two divisions, against 126,000 and 62,000 of the census. It must, however, be added that a reference was made to the Magistrates of those districts in which the greatest differences were found, and that they have generally expressed the opinion after inquiry that, of the two, the departmental returns are the more accurate. In Orissa also there is a large excess of 23,000, though the returns of the previous year agree very closely.

The summary returns for Bengal, Behar, and Orissa (including the Tributary Mehals) may be exhibited as follows:—

	Departmental returns, 1881.	Census returns, 1881.	Departmental returns, 1882.
Boys	893,884	1,000,221	1,063,265
Girls	34,605	35,447	43,389
Total	928,489	1,035,668	1,106,645

150. The remarks made in the last report, as to the steadily diminishing efficiency of the lower primary schools in mental arithmetic, have resulted in increased attention being paid to that subject in some districts, and in the institution of special rewards or prizes for proficiency in it. It is probable that there is some general improvement in this respect; but the matter is one that requires constant vigilance, in order that the people may enjoy the full benefit arising from the improved organisation of the primary schools, and from the instruction given in those new subjects that are now taught. The addition of the subject of sanitation to the lower primary scholarship course may be expected to diffuse among large bodies of the people a knowledge of the value of pure air, pure water, and cleanliness, both personal and domestic. That the primary schools of to-day are generally an improvement on the pathsalas around them out of which they are developing, will hardly be questioned by any one; but it is equally unquestionable that the status of the village pathsalas was in some respects much higher thirty years ago, when they were the institutions in which large numbers of well-to-do people completed their education, there being no superior schools of any class within, in some cases, more than a hundred miles. Some evidence of the superior organisation and pretensions of the pathsalas in former days is furnished by the fact that in lower primary schools for boys 50,094 pupils are returned as learning a classical language. This last figure, no doubt, includes a number of students in

those tols and maktabs which have partially adopted the departmental standards of study; but there is unquestionably a large margin of pathsalas which still profess to teach the elements of Sanskrit. This is the case notably in Orissa, as well as in other parts of the country where Hindoo traditions are still cherished. The number learning Persian or Arabic in maktabs proper is reported to be 10,131, and the number learning Sanskrit in tols proper 7,632. The present course in lower primary schools, though it marks a great advance on that which it has replaced, yet differs from it rather in the nature of the instruction given than in the extent of the range which it comprised.

151. Considerable attention was paid in the past year to the important question of Sonthal education, which had attracted notice in connexion with the disturbances that broke out among that ignorant and excitable people at the time of taking the census. The measures already in operation had, in all those districts in which members of this race dwelt in any large numbers, been so framed as to encourage them to make use, not only of the schools set up for them by the various missionary bodies, who had carried on the work with much zeal and success for many years, but of all existing schools, whether specially intended for them or not. It was now, however, felt—more particularly as it was known that the limits of the missionary resources had been reached—that more direct efforts to bring education home to them should be made, in accordance with the previously declared wishes of the Supreme Government. The Inspector of Schools, Behar and Western Circles, recommended the experimental establishment of 15 special schools for Sonthals in Beerbhoom, and of 100 similar schools in the course of three years in the Government estate of the Daman-i-koh in the Sonthal Pergunnahs. Measures were also taken, in consultation with the same officer, for the establishment of Sonthal schools in Manbhoom. It is a matter for congratulation that, as a result of the efforts made in the Bhagulpore division, the number of Sonthals at school (exclusive of native converts of that race) rose from 2,170 to 6,444 in the course of the past year. The increase was not confined to the Sonthal Pergunnahs, but was shared by the neighbouring districts of Monghyr and Bhagulpore, where the attention of the local officers had also been directed to the subject. The scheme for the Daman-i-koh, which received sanction after the close of the year, is now about to come into operation, its settlement having been for some time delayed by differences of opinion between the district and the departmental officers as to the precise localities in which a beginning should be made. Rules for setting up and working the departmental pathsalas under this scheme will be made in concert with the missionary bodies engaged in the same tracts. It is essential that there should be the most complete co-operation between these bodies and the Department, so that the work in which they are alike interested may be carried on without either the reality or the semblance of friction.

152. The Assistant Inspector of the Bhagulpore division dwells in his report on the necessity of providing some adequate system for the periodical audit of the accounts of primary school expenditure under the existing system of administration. The district Deputy Inspectors are entrusted with the duty of checking the accounts of primary schools under the orders of the Magistrate and they generally perform this important portion of their duty in a creditable manner. But the work is sometimes carelessly done; and the Magistrate cannot always be expected to give that personal supervision to the accounts which is occasionally required. Mr. Hopkins, while Magistrate of Purneah, devised a simple system of accounts, under which it was quite possible, after a few minutes' examination, to detect irregularities on the part of the local inspecting staff; and when the Assistant Inspector of Bhagulpore, on receipt of a complaint from the guru of a pathsala in Purneah, began the necessary examination, grave derelictions of duty on the part of two or three of the sub-inspectors came to light. The matter was reported to the Magistrate and to me; and after some correspondence it was found necessary to dismiss one of the sub-inspectors and to suspend another. I fully concur in the opinion expressed by Mr. Weekes, the present Magistrate, that it is "scandalous, and raises a presumption of guilt, that public servants should retain in their hands for months large sums of money entrusted to them for payment to pathsala gurus, and that they should fail to account for them for six or nine

PRIMARY EDUCATION

months." The Assistant Inspector next examined the accounts kept by the Deputy Inspector of Bhagulpore; but in the absence of regular books like those of Purneah, he could not discover whether money was, to any large extent, retained by local officers or expended in an irregular manner. He submitted a report which expressed the opinion that the Deputy Inspector "had been left pretty much to his own devices," and made definite recommendations as to the way in which the accounts should be kept. It is not known what action was taken on the report by the district authorities; but the prosecution of the Deputy Inspector and the Sudder Sub-Inspector, which followed within nine or ten months of the receipt of the report, led to the discovery of grave irregularities, and to the conviction and imprisonment of those officers by the Joint-Magistrate on a charge of misappropriation of public money. The conviction has been upheld by the Judge in appeal.

153. The Inspector of the Behar Circle suggests in reference to the above circumstances that "some one should be empowered to enforce the systematic keeping of accounts in the educational branch of the Magistate's office, and of periodically examining them." So long as a professional examiner of accounts is not provided, the work, Baboo Bhudeb Mookerjea suggests, may be done by the Assistant Inspector of Schools. As the primary grant was raised from Rs. 4,00,000 to Rs 5,00,000, in 1881-82, and as a further addition of Rs. 1,32,000 has recently been sanctioned, some effective system of check upon the expenditure has become very necessary. The matter will form the subject of a separate communication.

154. PRESIDENCY DIVISION.—Of the boys of school-going age one in 4·2 is at school. Upper primary schools rose from 320 with 12,867 pupils to 349 with 14,268 pupils. Aided lower primaries were 2,974 with 86,312 pupils, against 1,985 with 62,180 pupils in the preceding year. Four-fifths of the increase is found in the 24-Pergunnahs; there is also a considerable advance in Jessore. In Nuddea and Moorshedabad there is some decrease in the number of pupils. Unaided schools declined from 948 to 326, and their pupils from 24,057 to 9,360. The decrease of unaided schools represents an advance in the system of payment-by-results, which is now in force throughout all the districts of the division, having been introduced into Moorshedabad during the year under report. A special feature of the system in force in the 24-Pergunnahs is the exceptionally high rate of rewards paid to pupils. The practice of giving large rewards in cash to pupils rather than to teachers has not been generally adopted, and its wisdom may be seriously questioned.

155. *24-Pergunnahs.*—Population, including the suburbs of Calcutta, 2,301,000; primary grant raised from Rs. 12,000 to 19,000, the whole of which was expended. Of this sum Rs. 1,511 were spent on 32 upper primary schools, Rs. 53 on two girls' schools, and Rs. 200 on office furniture. Upper primary schools were 146, as in the year before, but their pupils rose from 6,414 to 6,534. Aided upper primaries were 135 with 5,851 pupils, against 127 with 5,407 pupils. The unaided schools declined from 19 to 11; and their pupils from 1,007 to 683. Of the 135 aided schools, 83 are circle schools, 20 grant-in-aid schools, and 32 primary grant schools. Aided lower primaries rose from 596 with 21,493 pupils to 1,362 with 41,161 pupils. Unaided schools declined from 772 to 185, and their pupils from 19,666 to 5,863. This decrease of unaided schools represents a further development of the system of payment-by-results, under which in the first year of operations (1880-81) many of the existing schools did not compete for rewards, owing to the small number of examination-centres fixed upon and the low rates of payment offered. There were only 45 centres, and the rates were 6 annas for each subject in the higher and 2 annas for each subject in the lower standard. In 1881-82, the number of centres was increased from 45 to 89, and the rates of rewards doubled, so as to attract a larger number of schools and pupils to the examinations. The number of schools competing for rewards rose from 601 to 998, and of candidates from 5,495 to 13,396. In the higher standard 1,695 passed in reading and writing, 1,182 in arithmetic, and 432 in zemindari accounts. In the lower standard 7,321 passed in reading and writing and 7,645 in arithmetic. To prevent mushroom schools starting up at the time of the annual central examinations and closing directly the examinations were over, the gurus at the time of the examination received only half the amounts earned,

the balance being paid after an interval of six months, after inspection *in situ*. The pupils, however, received the full amount at once. There are in the district 28 stipendiary pathsalas serving as models to the others on stipends varying from Rs. 4 to Rs. 6, and the District Committee have sanctioned the establishment of 30 additional model pathsalas. They will belong to the upper primary class, and their teachers will be utilised much in the same way as the chief gurus in Behar. The Magistrate, Mr. Lyall, states that "the course of instruction generally pursued in the model pathsalas is the same as is prescribed for the upper primary scholarship examination. In addition to their legitimate duties, the services of the model pathsala teachers are utilised in different ways. They assist the Sub-Inspectors in giving notices of examination to the gurus, finding out unaided pathsalas, and teaching the gurus the mode of keeping registers and preparing returns." Schools that do not compete for examination-rewards are paid 8 annas each for furnishing returns and keeping registers of attendance. "Most of these pathsalas," says Mr. Lyall, "are season pathsalas, and the rewards are given to them with the view of encouraging them with hopes of more remuneration, provided they keep up their pathsalas and introduce the departmental course of instruction." At the upper primary scholarship examination 53 schools sent up 135 candidates, of whom 64 were successful. Of these, 36 were from circle schools, 9 from grant-in-aid schools, 5 from primary fund schools, and 14 from unaided schools. At the lower primary scholarship examination the number of competing schools was 174, against 209 in the preceding year; of candidates 397 against 508, and of successful candidates 146 against 217. This result is not satisfactory, and no good reason for the large falling off above indicated has been given.

156. *Nuddea.*—Population, 2,018,000; primary grant, Rs 18,000, the whole of which was expended. Of this sum, Rs. 58 were spent on one middle school, Rs. 3,700 on 67 upper primary schools, Rs. 1,620 on 37 girls' schools, and Rs. 250 on the purchase of maps for upper primary schools. The upper primaries were 77, all aided, with 3,092 pupils, against 59 aided schools and one unaided school with an aggregate number of 2,152 pupils. Three of the aided schools were grant-in-aid institutions and seven circle grant schools. The lower primaries declined from 555 with 15,496 pupils to 529 with 14,299 pupils. The Magistrate, Mr. Tayler, remarks that "a year which witnessed such a terrible mortality from fever and cholera (deaths from fever 74,822, from cholera 7,848) was ill-suited to the spread of primary education among the mass of the population, who of all others were the greatest sufferers." Stipendiary lower primary schools were reduced from 279 to 33, in consequence of the more complete working of the payment-by-results system. The District Committee propose to spend one-fourth of the allotment in fixed stipends, in addition to the amount required for the support of upper primary and girls' schools. The examination for rewards is held twice in the year. Rewards of Rs. 4, 3, and 2 are also paid to each guru for every pupil passing the lower primary scholarship examination in the 1st, 2nd, or 3rd division. The Magistrate, in concurrence with the Committee, sanctioned the payment of two annas for every successful candidate at the reward and scholarship examinations. The number of examination centres was increased to 71 for the reward and 18 for the lower primary scholarship examination, printed notices of the time and places of examination were circulated to all gurus, and measures were taken to make prompt payment of the rewards earned. It has been found necessary in Nuddea to give stipends to the best as well as to the worst pathsalas; to the former to prevent their carrying off a large portion of the reward money at central examinations, and to the latter to encourage the growth of new schools in backward localities. The necessity for keeping back half the reward-money, which has been felt in the 24-Pergunnahs, is not recognised in Nuddea, and the gurus as well as their pupils are paid the whole amount earned by them as soon as the examination is over. Some provision is being made for the instruction of boys belonging to the vagrant and predatory tribe of Bediyas, and special pathsalas have been opened for their benefit; but the number of boys under instruction is not stated. At the upper primary scholarship examination 93 candidates were sent up from 43 schools, and 11 from 8 schools were successful—a poor result for such an important district as

PRIMARY EDUCATION

Nuddea. Of 482 candidates from 174 schools at the lower primary scholarship examination, 203 were successful.

157. *Jessore.*—Population, 2,220,000; primary grant raised from Rs. 16,000 to Rs. 17,000; expenditure Rs. 17,673, of which Rs. 7,202 were spent in stipends to eight middle, 70 upper primary, and 53 lower primary schools, and Rs. 912 on 38 girls' schools. Upper primary schools advanced from 73 to 93, and their pupils from 2,876 to 3,581. Lower primaries, aided and unaided, were 948 with 27,492 pupils, against 719 with 22,416 of the preceding year. The aided lower primaries were 811 with 24,142 pupils, and the unaided schools numbered 137 with 3,350 pupils. The Midnapore system of payment-by-results is in force. The Magistrate was not satisfied with the increase of stipendiary schools from 140 to 161. It has, however, been already stated that upper primary schools occupy a definite place in the primary system, and that the tendency to an increase in their number is natural and inevitable. At the upper primary scholarship examination 136 candidates from 60 schools competed, and 29 were successful. The result of the examination was anything but satisfactory. The number of candidates sent up to the lower primary scholarship examination was 975 from 257 schools; of these, 356 passed the examination.

158. *Moorshedabad.*—Population, 1,227,000; primary grant, Rs. 10,000; expenditure, Rs. 9,876, of which Rs. 651 were spent on 10 middle, Rs 1,540 on 32 upper primary, and Rs. 244 on 12 girls' schools. The amount spent in stipends was Rs. 2,296, and in rewards Rs. 6,700. Upper primary schools declined from 41 to 33, and their pupils from 1,425 to 1,061. Lower primaries decreased from 291 schools with 7,166 pupils to 276 schools with 6,857 pupils. This decrease is due to the transfer of 48 pathsalas to the head of indigenous pathsalas. The system of administration is one of small stipends and large rewards and was introduced by the Magistrate last year. It is thus described;—"All schools, stipendiary and non-stipendiary, should be examined at centres, or, if the schools are large, *in situ*,. and rewarded on the results of examination, which is not to be confined to a few selected boys only, but must take in all the classes of a school, so as to test the efficiency of the whole institution." The examinations are to be conducted by the Sub-Inspectors once a year, with the help of local committees if practicable, and the results tabulated for each school. Whatever has been paid to a guru as stipend is deducted from the total amount earned, and the balance paid to him at the end of the year. Payments are not to be made on the spot after examinations, but at sub-divisional centres by the Sub-Inspector, on stated days at the close of the year, in the presence of the Sub-divisional officer or the Deputy Inspector. The gurus must submit their annual returns before payment is received. The examinations were held at 53 centres, and 4,788 pupils from 287 schools were examined *in situ* for rewards. The Magistrate writes:—"The merits claimed for the system are:—(1) that it places all primary fund schools on equal terms; (2) that it provides for the discipline and thorough teaching of a school in all its classes; (3) that while it serves to create a spirit of emulation in the gurus, it checks undue ambition for teaching beyond their strength; (4) that it has the capacity of extending schools to a large extent even with limited allotments; (5) that it provides for a very easy method for the remittance of money for payments, and guards against any unfairness on the part of the inspecting agency; (6) that it serves to ensure the stability of weak schools, which would otherwise close if paid immediately after the central examinations; and (7) that it facilitates the collection of the annual returns" The weak points mentioned are: (1) pathsalas, having to depend on local income, are apt to die out; (2) irregularity in the guru's attendance can hardly be checked; (3) when a guru is absent his place cannot temporarily be filled up. The success of the system can hardly be judged by the fact that the number of pupils under instruction does not show any perceptible increase. It has often been pointed out that the small size of the villages and their distance from one another prevent the possibility of any large expansion The Circle Inspector points out that there are in all seven examinations at which rewards can be earned, viz., 3 scholarship examinations and 4 standard examinations, and he thinks that the number of standards should be reduced At the upper primary scholarship examination 51 candidates were sent up from 22 schools, and 17 were successful. Of 228 candidates

from 76 schools at the lower primary scholarship examination, 103 passed. The results are not considered satisfactory.

159. BURDWAN DIVISION.—Of the boys of school-going age, one in 2·4 is at school. Upper primaries for boys have increased from 318 to 326, but their pupils have declined from 10,436 to 10,040. The decrease is attributed to the prevalence of fever in Burdwan and Bankoora. Lower primaries have risen from 8,437 with 184,410 pupils to 9,211 with 187,448. Thirty-four of the upper and 76 of the lower primaries are aided from the grant in-aid fund, 30 from the circle grant, and all the others from the primary grant, with the exception of 8 upper and 366 lower primaries as yet unaided. The grant-in-aid primaries are chiefly under missionary management. Unaided schools have decreased from 897 to 366, through the transfer of some to the class of aided primaries, and of others to that of indigenous pathsalas, now separately returned. The number of primary fund schools has increased from 7,461 to 8,739. The gain has been large in Bankoora under the chief guru system, and also in Midnapore, where Mr. Harrison's scheme continues to work. Hooghly and Howrah show some increase, while the loss of 110 primaries in Burdwan is compensated by the gain of 139 indigenous pathsalas There has been an actual loss of 23 aided schools in Beerbhoom owing to the outbreak of fever. The primary grant of the division also wholly or partially supports 9 middle vernacular, 284 upper primary, 34 girls', and 137 indigenous schools, besides assisting 10 tols and 6 maktabs. For the benefit of the Sonthal population of Beerbhoom, 15 pathsalas with 476 pupils have been established by Government. Ten of them are under Bengalis able to talk Sonthali, and five are taught by teachers of Sonthal blood. Mr. Beames regards the small beginning that has been made as promising, and thinks that Bengalis who speak Sonthali are likely to prove the best teachers, "as their Bengali is sure to be correct, which is not the case with Sonthals who know a little Bengali, and they are more intelligent and methodical than it is possible for any man of Sonthal race to be." In Midnapore and Bankoora there are 63 grant-in-aid schools for Sonthals attended by 1,310 pupils, besides the primary grant schools with 728 pupils, male and female. There have been no changes of any importance in the administration of the primary grants beyond the following:—(1) The award of prizes for proficiency in mental arithmetic, and the substitution of book prizes for money rewards to patshala pupils in Midnapore. (2) The appointment in Bankoora (in which district the chief guru system has in 18 months added 1,000 previously unknown pathsalas to the list) of 94 peripatetic gurus, on stipends varying from Re. 1 to Rs 3, to the charge of three or four adjacent hamlets which have no pathsalas, and where the children coming at their call are taught, "by daily or semi daily rotations." (3) In Hooghly the Magistrate has, under instructions received from the Divisional Commissioner, instituted two examination standards for pathsala pupils, and has discontinued the payment of tiffin-money at examinations. He has also, at the instance of the Inspector of Schools, and with the sanction of the Commissioner, substituted prizes in books, slates, and other school materials for money-rewards to pupils; and with the advice of the District Committee has taken steps to introduce a modified form of the chief guru system. The district primary grant, originally divided by Mr. Pellew into 20 equal portions for the purpose of rewards, has now been re distributed to the three sub-divisions in proportion to their population; and the rewards are no longer paid at centres by the superintendents of the examinations at their discretion, but are allotted by the Magistrate according to the results reported to him. On the effects of these changes in Hooghly, the Commissioner remarks :—

'My attention was drawn in the course of the year to the unreal character of the examination for pathsalas, and I requested the Magistrate to reconsider the system of examinations and the distribution of rewards The Magistrate in consequence drew up a set of rules designed to make these examinations a real test of the progress achieved by the pupils during the year, and not, as they had hitherto been, a pic-nic followed by a scramble for pice. The evil of giving tiffin-money was that lots of boys came for the sake of the tiffin, and the examiners thought with mistaken kindness that every boy who took the trouble to come so far ought to be paid for his trouble, whether he deserved a reward for progress or not. The evil of sending out the money beforehand was that the examiners, knowing how much they had to spend, spent it all, whether the pupils deserved so much or not, and in order to leave out as few as possible they sub-divided the rewards so much

PRIMARY EDUCATION.

as to give each recipient a mere trifle. Now the amount not being known beforehand, the real merits of the candidates are tested, and the Magistrate sends out the money after deciding on the report. These meetings will in future be less joyful and amusing, but I hope more earnest and real than they were before."

The Circle Inspector, however, does not approve of the idea of discontinuing tiffin-money to children at central gatherings, which, at the rate of one or two pice to each child, he considers as offering only a fair encouragement to those that have to come from any distance. There can be no doubt about the value of another change that has been made in all the districts of the Burdwan division, namely, the substitution of prizes in books or slates for money-rewards to pupils.

160. *Midnapore.*—Population, 2,518,000; primary grant raised from Rs. 24,000 to Rs. 30,000, which, together with contributions from Wards' Estates and Government khas mehals, amounted to Rs. 34,948. The number of upper primaries is 72 with 2,198 pupils. Of these, 63 are aided from the primary grant, 5 are grant-in-aid schools, and 4 are unaided. The number of aided lower primaries is 3,735 with 66,792 pupils, against 3,419 schools and 62,915 pupils of the preceding year. The number of unaided schools is 322 with 4,826 pupils, against 400 schools and 6,225 pupils. The reward examinations were held at 125 sub-centres, at which 23,476 boys and 533 girls from 3,646 patshalas attended. The number passed by the higher standard was 2,813 boys and 42 girls, against 2,745 boys and 47 girls. By the second standard 12,824 boys and 310 girls passed, against 9,931 boys and 21 girls. The amount paid in stipends was only Rs. 3,324 out of a total expenditure of Rs. 34,948. Mr. Wilson, the Magistrate, thinks that Mr. Harrison's system continues to work satisfactorily, so far as securing a large number of schools and pupils goes; but he points to the absence of uniformity in the standard of examinations, and to the want of any great stimulus to improved teaching, as being grave defects of the system in force, and as showing the need of more effective control and an improved standard of instruction, before it can be said that adequate provision has been made for primary education. On the subject of mental arithmetic, Mr. Wilson adds:—"You have more than once called attention to the importance of securing, if possible, more and better instruction in arithmetic, and special prizes have been given during the past year with a view to this end. But it is so much easier for a guru to set his boys at work on their reading books than painfully to instruct them in ciphering, that some modifications will probably be necessary in the rules under which payment is made for results, before a proper amount of attention to arithmetic can be secured. I look upon this as a point of very great importance, because the study of the simplest arithmetic implies a considerable amount of mental exertion, and really developes the reasoning powers; while to the son of a Bengali peasant, who will in most cases forget an art for which he has no practical use, the advantage of having to stumble through a printed book is comparatively slight." The general ability to read a printed book is no slight factor in civilisation; but at the same time, the foregoing estimate of the value of arithmetic, both as a mental discipline and as an acquirement of practical use, may be cordially accepted. The remedy for the evil pointed out may perhaps be found in substituting a *viva voce* for a written examination in arithmetic. At the upper primary scholarship examination 102 candidates from 42 schools were sent up, and of these 62 from 33 schools were successful, against 98 from 38 schools in the year before; the falling off is attributed to sickness. At the lower primary scholarship examination 1,305 candidates from 421 schools competed, and 762 from 289 schools were successful, against 774 candidates from 296 schools in the year before. Sonthal education is making sound and good progress under the Reverend Dr. Phillips His "jungle schools" for Sonthals are taught by teachers of the same race, educated in his normal school at Bhimpore, which also has a girls' department attached to it. The Bhimpore industrial school under the same management, which is really an upper primary school, also trains boys in useful arts, such as rope-making, sewing, &c.

161 *Burdwan.*—Population, 1,392,000; primary grant raised from Rs. 16,700 to Rs. 18,000. Upper primaries numbered 85 with 3,212 pupils, all aided from the primary grant. The number of aided lower primaries is 1,149 with 33,816 pupils against 1,228 schools with 36,284. The decrease is due to

the transfer of 137 schools to the head of indigenous pathsalas, and also, as Mr Larminie states, to the unhealthiness of the season. In his opinion there has been no falling off in the zeal of the teachers, and the result of the examinations shows that the standard of education has been well preserved. The central examinations of the pathsalas at work under Mr Larminie's scheme of "small stipends and large rewards" were held at 67 places, and attended by 10,020 boys and 136 girls belonging to 743 pathsalas. The number passed by the first standard was 4,314, of whom 21 were girls, and that by the second standard 3,781 boys and 16 girls. The total number passed was 8,111 against 9,015 of the year before. The rates of rewards to teachers have been increased from 5 and 4 annas to 12 and 6 annas, for each boy passing by the higher and lower standards respectively, the rates for successful girls being double. In addition, the gurus earned rewards at the rate of Rs. 4, 3, and 2 for each pupil passing in the 1st, 2nd, or 3rd division respectively, at the lower primary scholarship examination. More than half the primary grant, or Rs. 9,088, was expended in stipends to upper primary schools. At the upper primary scholarship examination 294 candidates from 85 schools competed, and 257 from 83 schools were successful At the lower primary scholarship examination 1,523 candidates from 364 schools appeared, and 768 from 263 schools were successful.

162. *Bankoora.*—Population, 1,042,000; primary grant raised from Rs 10,300 to 13,000. The number of upper primaries is 58 with 907 pupils, all aided from the primary grant. The lower primary schools have advanced under the chief guru system from 1,220, with 28,629 pupils, to 1,691, with 30,869 pupils. In all, 56 teachers of upper primary schools on Rs. 4 a month each have been made chief gurus. There are also 58 stipendiary pathsalas attached to middle and upper primary schools; these each receive one rupee a month from the primary grant. There are also 94 peripatetic and 14 shopkeeper gurus for villages which cannot support pathsalas Reward examinations were held at 43 centres, at which 9,521 pupils from 760 pathsalas attended. Ten of these central examinations were presided over by the District Magistrate, three by the Sub-divisional officer of Bishenpore, eight by the Assistant Inspector of schools, and 28 by the Deputy Inspector. Of the pupils examined, 1,834 from 547 schools gained prizes The gurus received rewards at rates varying from one to two annas for every prize-boy, and at Rs. 4, 3, or 2 for every pupil passing in the 1st, 2nd, or 3rd division respectively, at the lower primary scholarship examination. Out of the total grant of Rs. 13,000, Rs. 24 were expended on one middle vernacular school, Rs. 2,393 on upper primary schools, Rs. 108 on girls' schools and scholarships, and the balance on lower primary schools. Mr. Anderson has taken measures to introduce into primary schools the practice of singing or chanting pieces of poetry; and he expects that the national melodies which Raja Surendra Mohan Tagore has kindly undertaken to prepare, when repeated at the houses of the pupils as they undoubtedly will be, will have there also a cheering and beneficial effect. At the upper primary scholarship examination 98 candidates from 40 schools competed and 83 from 40 schools were successful. At the lower primary scholarship examination there were 345 candidates from 152 schools, of whom 90 from 54 schools were successful.

163. *Beerbhoom.*—Population, 794,000; primary grant raised from Rs. 6,644 to Rs. 8,000. Upper primaries numbered 49 with 1,372 pupils; aided lower primaries declined from 537 with 14,024 pupils to 514 with 12,237; unaided lower primaries also show a falling off from 22 schools with 343 pupils to 19 with 353. The decrease is attributed to the prevalence of fever. The examinations were held at 15 centres under the superintendence of the Deputy Inspector and the Sub-Inspectors, and of the teachers of Government and aided schools in the district. In all 1,437 boys from 446 schools were sent up, of whom 539 passed in the district standard. The rates of payment to gurus varied from Rs 2 to Rs. 35 per annum. The most notable event of the year was the opening of 15 schools for Sonthals with 476 pupils, under 5 Sonthal and 10 Bengali gurus. Out of the primary grant, Rs. 48 were expended on one middle vernacular school, Rs. 1,821 on 40 upper primary schools, and the balance on lower primary schools. At the upper primary scholarship examination 83 candidates from 32 schools were sent up, of whom 58 from 28 schools were

PRIMARY EDUCATION

successful. At the lower primary scholarship examination, 699 candidates from 340 schools competed, and 217 from 122 schools were successful.

164. *Hooghly.*—Population, 1,013,000; primary grant raised from Rs. 8,259 to Rs. 10,000. The old scheme of primary education continued to work, with the following modifications. The reward-money for gurus was re-distributed among the three sub-divisions according to population. The payment of tiffin-money to boys was discontinued, book prizes were substituted for money prizes, and it was resolved to hold the central examination once instead of twice in the year. There were 49 upper primaries with 1,713 pupils. Aided lower primaries (excluding girls' schools) have advanced from 812 with 18,760 pupils to 1,371 with 26,113. Of these, 6 are grant-in-aid and 1,365 primary grant schools, of which 720 received rewards at central examinations, 643 were paid for furnishing returns, and two enjoyed monthly stipends. The reward examinations were held twice during the year. At the second examination, conducted at 51 centres, 7,568 pupils from 720 pathsalas presented themselves. All the gurus, viz. 720, received rewards varying from Re. 1 to Rs. 15; 2,367 boys gained prizes, of whom 1,604 passed by the first and 763 by the second standard. Out of the total grant, Rs. 120 were expended on one middle vernacular school, Rs. 1,501 on 26 upper primary schools, Rs. 96 on two stipendiary lower primary schools, and the balance on lower primary schools generally. At the upper primary scholarship examination 67 candidates from 30 schools attended, of whom 41 from 20 schools were successful. At the lower primary scholarship examination 385 candidates from 114 schools competed, and 194 from 87 schools were successful.

165. *Howrah.*—Population, 635,000; primary grant raised from Rs. 3,041 to Rs. 5,000. Upper primaries numbered 13 with 638 pupils. Excluding 21 aided and 5 unaided pathsalas for girls, there were 25 stipendiary and 361 rewarded lower primary schools, besides 24 others paid for furnishing returns. These 410 schools were attended by 12,442 pupils, against 385 schools with 12,149 pupils of the year before. The reward examinations were held at 18 centres, at which 2,288 students presented themselves for examination The examinations were conducted by the Sub-Inspector assisted by gentlemen appointed by the Magistrate. The gurus of the non-stipendiary pathsalas received rewards at Rs. 2, Re. 1·8, and Re. 1 respectively, for every pupil passing in the first, second, and third divisions. A small sum for tiffin-money was also allowed to girls and boys, each girl receiving four times as much as a boy. Out of the total grant, Rs. 574 were expended on upper primary schools and the balance on lower primary schools At the upper primary scholarship examination 28 candidates from 12 schools competed and 22 from 12 schools were successful. The number of candidates at the lower primary scholarship examination was 388 from 124 schools, and 94 from 52 schools passed.

166. RAJSHAHYE DIVISION.—Of the boys of school-going age one in 9·5 is at school. The total number of primary schools for boys rose from 1,725 to 1,851, and the pupils in them from 42,615 to 49,407. Upper primaries advanced from 181 with 6,100 pupils to 200 with 7,025 pupils. Of these latter, five were unaided with 184 pupils. Lower primaries increased from 1,544 with 36,515 pupils to 1,651 with 42,382 pupils. There has been little or no change in the system of administering the primary grant, the stipendiary system continuing in force except in certain parts of the Rajshahye district. Arrangements for the introduction of a system of payment-by-results are, however, in progress in Rungpore, Pubna, Bogra, and Julpigoree.

167. *Rajshahye.*—Population, 1,339,000; primary grant, Rs. 12,000; expenditure, Rs. 11,260, of which Rs. 1,712 were spent on 31 upper primary schools, and Rs. 53 on one girls' school. Upper primaries rose from 28 with 989 pupils to 31 with 1,159. Lower primaries rose from 257 with 7,827 pupils to 264 with 7,892; unaided schools were 60 with 1,318 pupils. The system of administration, which remains unchanged, is this:—The pathsalas are collected at centres every two months. The guru gets three annas for each boy who can read correctly, and the same boy may earn for his guru rewards three or four times over in other subjects. This system is worked in six thannahs. In the remaining seven, which are said to be under water during a portion of the year, boys cannot be collected at centres. In these thannahs the stipendiary system is in full force, the stipends varying from Rs. 2-8 to Rs. 5, and "the gurus

are moved up and down twice every year, in April and October, on the report of the Sub-Inspectors." The Circle Inspector, Dr. Martin, regards the examinations under the result system as too frequent, and the amounts earned by the gurus in the shape of reward as inordinately large, so that the money goes no further under the reward than it did under the stipendiary system. Another defect noticed by the Inspector is the carrying on of the two systems in different parts of the district instead of side by side. Stipendiary pathsalas, again, are most usefully established when they serve as models to the others. It is remarkable that, since the close of the year, 84 pathsalas, of whose existence the local inspecting officers were not previously aware, have been discovered in the district. Of 40 candidates sent up from 23 schools, 22 from 14 schools were successful at the upper primary scholarship examination. At the lower primary scholarship examination 208 candidates were sent up from 100 schools, and of these 90 from 67 schools passed.

168. *Dinagepore.*—Population, 1,514,000; primary grant, Rs. 13,000; expenditure, Rs. 12,153, of which Rs. 286 were spent on 8 upper primary schools, and Rs. 1,283 on the salaries and travelling allowances of two Sub-Inspectors. The upper primaries declined from 21 with 508 pupils to 8 with 178 pupils. The lower primaries rose from 432 to 478, and their pupils from 9,602 to 10,825. At the upper primary scholarship examination, out of six candidates sent up from five schools, two from two schools were successful. Of 149 candidates from 55 schoosls at the lower primary scholarship examination, only 18 candidates from 15 schools passed. Dr. Martin remarks:—"As regards Dinagepore, where so little show is made at the lower primary scholarship examination, it is a relief to learn that there are six standards below that examination. The first, however, can hardly be called a standard, as it implies absolute ignorance—those who know nothing. The second standard implies ability to write the letters of the alphabet on the floor. I am glad to learn that for these standards there are no rewards. The sixth standard comprises Charupath, Part I, letter-writing, bonds, pottahs, &c., arithmetic to Rule of Three, zemindari and mahajani accounts, and Sanitary Primer." The numbers passed in the different standards are given below:—6th, 353; 5th, 403; 4th, 1,132; 3rd, 2,725; 2nd, 1,729; and 1st, 798. The Inspector says that it is not easy to see in what respect the 6th standard is below the scholarship course; but that the examination for passing it must be very much more simple is evident from the fact that 356 succeeded in passing it, whereas only 18 could pass the other. He adds; "The fact is, these standards are ill adapted to the purposes for which they are intended; the more elementary ones are too elementary, and some of the others are not elementary enough." Mr. Coxhead, the Magistrate, attributes the backward state of primary education in the district to the circumstance "that the vast bulk of the people is composed of Mahomedans of a very humble class and Hindus of the Poliya caste, neither of which sections, owing to their apathy, offers very promising material to the educator."

169. *Bogra.*—Population, 734,000; primary grant raised from Rs. 3,000 to Rs. 3,500; expenditure, Rs. 3,500, of which Rs. 849 were spent on 21 upper primary schools, and Rs. 50 on 2 girls' schools. The upper primaries for boys rose from 17 with 575 pupils to 21 with 706 pupils. The lower primaries advanced from 87 with 2,623 pupils to 109 with 3,317 pupils. The payment-by-results system, introduced towards the close of the year, is thus described by the Deputy Inspector:—"The guru will, in addition to a small monthly stipend, receive rewards, after half-yearly examinations at different centres, at the rate of six annas per pupil for a fair amount of progress shown in each subject." The Inspector is not very sanguine of the success of this system, and in fact does not see how it is to work. Unless the examiners can remember the stage at which each pupil had arrived six months before, it is difficult to know how he is to judge of the fair amount of progress made by the student in the interval. At the upper primary scholarship examination, 15 candidates were sent up from 8 schools, and of these, 9 from 7 schools were successful. At the lower primary scholarship examination there were 141 candidates from 56 schools, of whom 76 from 41 schools were successful.

170. *Rungpore.*—Population, 2,098,000; primary grant reduced from Rs. 16,800 to Rs. 14,800; expenditure, Rs. 14,747, of which Rs. 3,091 were spent on 55 upper primary schools, and Rs. 43 on 3 girls' schools. The upper

PRIMARY EDUCATION

primaries rose from 33 with 1,140 pupils to 35 with 1,625 pupils. The lower primaries declined from 354 to 318, but their pupils increased from 6,969 to 7,448. At the upper primary scholarship examination 45 candidates were sent up from 22 schools, of whom 25 from 16 schools were successful. Of 318 candidates at the lower primary scholarship examination from 131 schools, 111 from 68 schools passed the examination. The system of administration remained unchanged; it consisted "partly of stipends and partly of payment of rewards after examination" The Magistrate has decided to change the system and to introduce one of rewards from the beginning of the present year. The Inspector is very doubtful of the success of the scheme, and the Magistrate himself is disposed to think in the same way. The Magistrate writes: "The position of primary education in this district is so discouraging that a change of system can scarcely do harm, while it is possible that an impetus may be communicated by it to existing institutions at present so unprogressive, and even that new schools may be brought into existence; though I confess my anticipations on this subject are not very sanguine. The demand for primary education in this district is so wretchedly feeble that, among one of the richest peasantries in Bengal, the gurus are unable to obtain enough to live upon, and the office is despised by all who are in a position to secure any other means of livelihood."

171. *Pubna.*—Population, 1,312,000; primary grant raised from Rs. 8,000 to Rs. 9,500; expenditure, Rs. 7,547, of which Rs. 378 were spent on 8 middle, Rs. 1,857 on 57 upper primary, and Rs. 157 on 6 girls' schools. The upper primaries for boys rose from 48 with 1,703 to 57 with 2,441 pupils. The lower primaries advanced from 174 with 5,332 pupils, to 225 with 6,973 pupils. The system hitherto in force appears to have been wholly stipendiary. This, the Magistrate says, "is now to be changed for that of payment-by-results." At the upper primary scholarship examination 109 candidates were sent up from 42 schools, of whom 67 from 35 schools were successful. Of 242 candidates from 97 schools at the lower primary scholarship examination, 101 candidates from 56 schools passed the examination.

172. *Julpigoree.*—Population, 582,000; primary grant raised from Rs. 4,000 to Rs. 4,400; expenditure Rs. 4,377, of which Rs. 475 were spent on 5 upper primary schools, and Rs. 42 on 2 girls' schools. The system of fixed stipends, varying from Rs. 3 to Rs. 15 a month, is in force, combined with a system of rewards given on the result of the upper primary scholarship examination. The Deputy Commissioner has elaborated, with the aid of the Deputy Inspector, a scheme for the regular payment of stipends to pathsala gurus. He has reason to believe that the regularity with which the men are paid is exercising a beneficial effect on primary education in the district. A scheme for the extension of the reward system is, however, in course of preparation. The complaint is said to be not uncommon among the well-to-do jotedars of the Western Doars, that education makes their boys too grand for home work. The Deputy Commissioner thinks that this difficulty may be partly removed by trying the experiment of a ploughing class. He says: "It would cost nothing (the crops would pay the cost of the bullocks), and it would show that Government officials set a proper value on honest labour * * * I believe in the possibility of making a bullock move in the required direction without breaking his tail. I am satisfied that the said bullock will last longer, and therefore cost less in the long run if properly fed and groomed, and I have more than a suspicion that keeping a field clean will improve the crop." The upper primaries were 5, as in the year before, but their pupils rose from 195 to 199. The lower primaries rose from 71 to 79, and their pupils from 1,442 to 1,752. At the upper primary scholarship examination 4 candidates from 3 schools competed, and 2 from 1 school were successful. Of 65 candidates from 30 schools at the lower primary scholarship examination, 34 from 22 schools were successful.

173. *Darjeeling.*—Population, 160,000; primary grant, Rs. 1,200; expenditure, Rs. 1,092, all spent on lower primary schools, which numbered 26 with 540 pupils, against 18 with 422 pupils. In the *Terai*, there were 14 lower primaries with 201 pupils, against 12 schools with 181 pupils in the preceding year Of the 14 schools, one was aided entirely from the primary grant, 6 partly from the primary grant and partly from the one-anna cess fund, and 7 were

aided exclusively from the one-anna cess fund. The administration of the primary grant remains unchanged. Of the district primary grant of Rs. 1,200, Rs. 420 were allowed to the *Terai*, and of this sum Rs. 312 were expended. The decrease observed last year in the payment of local fees, viz. from Rs. 136 to Rs. 93, is still more striking this year, the fee collections having amounted to Rs. 12 only. The reason is this: "the jotedars are now required to pay a one-anna cess on account of education, and they decline to render the same amount of assistance as formerly to the gurus, whether in fees or in food." The question is a serious one, and deserving the full consideration of those who would substitute compulsory cesses for voluntary fee-payments. The management of the 18 hill-schools is under the Reverend Mr. Turnbull, of the Scotch Mission. Of these, six are upper and 12 lower primaries. At the lower primary scholarship examination four candidates were sent up from two schools, and two from two schools were successful. The Deputy Commissioner, Mr. Wace, makes the following remarks in reference to the schools under Mr. Turnbull:—" There is certainly no other agency existing in the district which could do as much, nor could we create one except at a cost altogether out of proportion to the results to be expected for some years. At the same time, I do not profess to be altogether satisfied with the work done in these schools. I am not sure that the religious teaching, which I understand forms a part of the simple course of studies, does not discourage some parents from sending their children to schools. The whole subject is one that the new local board will be thoroughly competent to deal with, and I shall be content to leave it in their hands."

174. DACCA DIVISION.—One boy out of 4·7 of school-going age is at school. The total number of primary schools of all classes for boys has advanced from 2,425 with 68,252 pupils, to 3,545 with 87,481 pupils. Upper primaries rose from 173 to 211, and their pupils from 6,592 to 8,670. Of these two were Government, 208 aided, and only one unaided. Lower primaries increased from 2,252 with 61,660 pupils, to 3,334 with 78,811 pupils. Of these latter, seven were Government schools, 32 circle schools, 3,159 primary grant schools, and 136 were unaided. The system of administration remained unchanged except in Mymensingh, where the chief guru system, or one resembling it in its essential features, was adopted during the year. The chief part of the divisional increase is found in this district. There is also a large increase of organised schools in Dacca. In Backergunge a great number of pathsalas and maktabs have been discovered, bringing 22,000 additional pupils on the returns; but they are as yet outside the pale of organised instruction.

175. *Dacca.*—Population, 2,116,000; primary grant raised from Rs. 10,000 to Rs. 14,000; expenditure, Rs. 13,856, of which Rs. 1,182 were spent on 30 upper primary schools and Rs. 1,676 on 92 girls' schools. The upper primaries for boys numbered 42 as in the previous year, but their pupils rose from 1,478 to 1,531. The lower primaries rose from 585 with 15,776 pupils to 913 with 23,849 pupils. There are also 286 indigenous pathsalas with 3,558 pupils reported. Of the total grant of Rs. 14,000, Rs. 7,849 were spent on fixed stipends to 223 schools, Rs. 288 reserved for six lower scholarships for girls, and the balance paid mainly in rewards on the results of central examinations. The Magistrate writes: "Every guru and every pupil, whether a boy or girl, received a reward if found to deserve it" The Inspector, Dr. Martin, inclines to the opinion that rewarding pupils in cash is unnecessary, and therefore a mistake. The large increase of schools and pupils is attributed to the development of the sub-centre system of examination. At 156 centres, 11,736 boys and 627 girls from 872 schools appeared, and the pupils passing a fair examination in spelling, reading, explanation, mental and slate arithmetic, and hand-writing, earned rewards, while every teacher received double the aggregate amount given to his pupils, and also Re. 1 for submitting annual returns and 12 annas for keeping an attendance register. At the upper primary scholarship examination, 48 candidates appeared from 27 upper primaries, and 45 were successful. Of 416 candidates from 137 lower primaries at the lower primary scholarship examination, 233 from 111 schools passed.

176. *Furreedpore.*—Population, 1,632,000; primary grant raised from Rs. 9,000 to Rs. 11,000; khas mehal contribution, Rs. 246; expenditure, Rs. 10,049, of which Rs. 60 were spent on one middle school, Rs. 1,735 on 31 upper primary schools, Rs. 988 on 39 girls' schools, and Rs. 24 on 24

PRIMARY EDUCATION

indigenous schools. Upper primaries aided from the primary grant rose from 29 to 37, and their pupils from 1,129 to 1,536. Lower primaries for boys rose from 314 to 348, and their pupils from 11,442 to 12,344. Of these eight are circle schools, seven khas mehal schools, and 11 are unaided. The system of administration, which remains unchanged, is thus described. Stipends are given to the most successful primary schools, as well as to those situated in backward localities, where schools cannot be kept up without fixed aid from Government. These pathsalas can also earn rewards for success at the primary scholarship examination. The stipends are liable to be reduced or withdrawn if the progress is not found satisfactory. Every year the grants are liable to revision, the object kept in view being gradually to reduce the rate of stipends, so as to allow a larger number of pathsalas being brought on the stipendiary list. For the encouragment of non-stipendiary pathsalas, a system of payment-by-results was adopted. Four standards below that for the primary scholarships were laid down, and a scale of rewards fixed accordingly. The Deputy Inspector regrets that owing to the smallness of the funds at his disposal no money rewards could be given to the boys, "although such rewards are very necessary, considering the trouble, and in some cases the expense, the students have to undergo in coming to the examination centres, not to speak of the other uses of rewards given to deserving students." Rewards to pupils are, no doubt, must useful, but they should take the form of books or slates, even of paper and pencils, rather than of cash. At the upper primary scholarship examination 63 candidates from 27 schools appeared, and 48 from 22 schools were successful. Of 334 candidates from 130 lower primaries at the lower primary scholarship examination, 167 from 80 schools passed.

177. *Backergunge.*—Population, 1,901,000; primary grant raised from Rs. 10,000 to Rs. 14,000; khas mehal contribution Rs. 932; expenditure, Rs. 13,286, of which Rs. 745 were spent on eight middle schools, Rs 2,554 on 69 upper primary schools, and Rs. 458 on the purchase of maps for upper primary schools. Upper primaries for boys rose from 59 with 2,411 pupils to 76 with 3,311 pupils. Of these, 69 were primary grant schools, four were grant-in-aid schools, one was a circle school, one a khas mehal school, and one was unaided. The lower primaries rose from 371 with 10,667 pupils to 468 with 15,799 pupils. There were also 1,005 indigenous schools with 22,170 pupils, against 512 with 13,205 pupils of the preceding year. It is proposed to bring these latter schools under organisation, and to provide for their adequate inspection by chief gurus or inspecting pundits. The amount spent on stipends was Rs. 9,418, Rs. 872 on rewards on the results of the lower primary scholarship examination, Rs. 356 on rewards for girls in attendance, Rs 100 on rewards to gurus for passing girls at the central examinations, and Rs. 1,621 for collecting returns from non-stipendiary pathsalas. The payment-by-results system is still in its infancy in this district, and the inner and outer circles of pathsalas are far from being yet conterminous; but steps are about to be taken for the introduction of a system for the encouragement of the non-organised schools. Dr. Martin states that the system of sub-centre examinations adopted some years ago had for its object the improvement of lower primary schools by arousing the gurus to increased exertions, rejection of their pupils at these examinations meaning exclusion from the scholarship examination No rewards were given at the sub-centre examinations, but on passing the scholarship examination the gurus of the pupils so passed received rewards of one to three rupees, according to the place obtained. For each girl passed the guru received Rs. 5, and the girl an equal amount. At the upper primary scholarship examination 281 candidates from 94 schools appeared, and 214 from 89 schools were successful. Of 496 candidates from 168 schools at the lower primary scholarship examination, 329 from 141 schools passed.

178. *Mymensingh.*—Population, 3,052,000; primary grant raised from Rs. 11,000 to Rs. 13,000; expenditure, Rs. 15,850, of which Rs. 356 were spent on 7 middle schools, Rs. 2,296 on 44 upper primary schools, Rs 974 on 64 girls' schools, and Rs. 319 on circle schools. Upper primary schools for boys rose from 43 to 56, and their pupils from 1,574 to 2,292. Of these 56 schools, two are Government, eight are circle schools, two grant-in-aid schools, and 44 primary grant schools. The lower primaries for boys have risen under a system

closely resembling the chief guru system of Behar, from 499 with 10,872 to 1,605 with 26,819 pupils. This large advance is in accordance with the belief expressed last year "that Mymensingh employs its primary grant to far less purpose in the extension of popular education than almost any other district." The result is due in no small measure to the tact displayed by Babu Brojendra Kumar Guha, B.A., the Deputy Inspector of Schools, who was transferred to the district in July 1881. The expenditure on stipends was reduced from Rs. 11,832 to Rs. 9,300, and arrangements were made for systematic operations by dividing the district into 100 sub-circles, each under a model or chief guru, who, in addition to teaching his own pupils between 11 A.M. and 4 P.M., was required to visit the pathsalas in his beat in the morning and evening. All new pathsalas discovered by a model guru were placed on his register, and the guru of the registered pathsala received as an initial reward a rupee as his fee. The model guru submits every month to the Sub-Inspector a list of the pathsalas in his sub-circle; and as he gets a share of the reward earned by a subordinate guru, he has every motive to help in bringing about their gradual improvement. When visiting a pathsala he not only teaches the advanced pupils, but also the guru. His duties are thus much the same as those of the chief guru of Behar. At the central examinations held under the model guru system, 2,363 pupils from 402 pathsalas appeared, and 1,946 from 400 pathsalas passed. There were four standards of examination, including mental and slate arithmetic, hand-writing and reading an easy primer. The rate of reward is 4 annas for each standard for each boy, and this reward is given to the teachers and not to the pupils examined. Exception is, however, made in favour of girls, who are allowed to earn rewards twice as large as those for boys, both for themselves and for their teachers. For cash payments to girls, prizes in the shape of books or even clothes might with advantage be substituted. The central examinations have not largely developed as yet, but the interest taken in them by the people is reported to be immense, and gurus failing to show good results have in some cases been turned out by their employers. The Magistrate, in consideration of the large area (6,300 square miles) and population of the district, points out the necessity of adding to the inspectional staff of the district, and to the district allotment for primary education. The grant has recently been raised to Rs. 22,000, a sum which, for the present at least, will meet all local requirements. At the upper primary scholarship examination 197 candidates from 35 schools competed, and 150 from 28 schools were successful. Of 746 candidates from 217 schools at the lower primary scholarship examination, 442 from 175 schools passed.

179. CHITTAGONG DIVISION.—Of all boys of school-going age one in 2·4 is at school. The system of payment-by-results is in force throughout the division. Upper primary schools for boys rose from 87 with 3,127 pupils, to 108 with 4,065 pupils. Of the 108 schools returned, five were supported by grants-in-aid, 29 from the circle grant, and 70 from the primary grant; while four were unaided. Lower primaries advanced from 2,351 with 51,020 pupils, to 4,602 with 95,860 pupils; the increase being spread over all the districts. Of the schools returned, three were Government schools in the Hill Tracts, 13 circle schools, and 319 stipendiary primary grant schools, while 4,069 received rewards at central examinations. There were 197 which received small sums for submitting returns, and one was unaided.

180. *Tipperah.*—Population, 1,520,000; primary grant raised from Rs. 8,000 to Rs. 14,000; expenditure, Rs. 12,496, of which Rs. 1,891 were spent on 11 middle and 67 upper primary schools. The upper primaries rose from 51 with 1,624 pupils to 72 with 2,472 pupils The lower primaries, inclusive of 110 girls' schools, numbered 2,731 with 50,697 pupils against 1,492 with 29,354 pupils of the year before. The number of stipendiary schools has been reduced from 294 to 272, and the money set free for rewards. The Magistrate, Mr. Toynbee, has framed certain rules, according to which no school could have a stipend which did not recognise the payment of fees by the boys, and for which the people did not provide a house and furniture, besides supporting the guru. The system of paying gurus' stipends every two months is still in force, but the payments are made through the police, instead of through the educational staff; the result, according to the Magistrate, being that the payments are now made faster, and the Sub-Inspectors have more time for inspection work

PRIMARY EDUCATION

than was the case before. The system of payment-by-results is in full operation, no less than 43,928 pupils from 918 pathsalas and 1,459 maktabs having been examined at 168 centres. There were four standards of examination, the highest being that for the scholarship examination, and the other corresponding with the course in the junior classes of primary schools. The sum of Rs. 7,054 was distributed in rewards, of which Rs. 443 were paid to superintending gurus corresponding to the chief gurus of Behar; each teacher in a pathsala received on an average Rs. 3-7-7 and in a maktab Rs. 1-12-10. The total number of boys who gained prizes was 3,550. A sum of Rs. 59 was distributed among 508 boys who distinguished themselves in athletic sports. During the year 11 inspecting pundits on Rs 8 each a month were appointed, one to each thannah, to extend the number and improve the status of the rewarded primary schools. These pundits draw in addition to their pay an allowance at the rate of one anna for each pathsala visited *in situ*. They perform duties analogous to those of the chief gurus in Behar, but they have no pathsalas of their own to teach Of 188 candidates sent up from 62 schools of different classes, 137 from 55 schools were successful at the upper primary scholarship examination. At the lower primary scholarship examination 390 candidates from 134 schools of different classes appeared, and 170 from 89 schools were successful.

181. *Chittagong.*—Population, 1,132,000; primary grant raised from Rs. 6,000 to Rs 8,000; expenditure, Rs. 9,026, of which Rs. 1,089 were spent on 1 middle and 14 upper primary schools. Upper primaries for boys rose from 19 with 834 pupils to 25 with 1,127 pupils. Lower primaries advanced from 283 with 7,775 pupils to 751 with 19,506 pupils. The Joint-Inspector's scheme for the introduction of a system of payment-by-results was adopted during the year on the basis of that in operation in Tipperah. At 75 examination centres 13,827 pupils from 644 schools were examined by the district inspecting staff, aided by local committees. A sum of Rs. 2,378 was paid in rewards to gurus, each guru getting on an average Rs 3-10. The Deputy Inspector expects that about 1,500 schools will send in pupils to the next examination for rewards. The Joint-Inspector asks for a large increase to the primary grantand an addition to the staff of Sub-Inspectors. A sum of Rs 5,998 was spent on stipends to pathsalas that serve as models to the weaker schools of the district. Of 102 candidates from 38 schools of different classes, 78 from 32 schools were successful at the upper primary scholarship examination. At the lower primary scholarship examination, 249 candidates were sent up from 94 schools, of whom 162 from 86 schools were successful. Three model primary schools on Rs. 12 a month each for six months in the year were established in the Hill Tracts for the benefit of the aboriginal races.

182. *Noakholly* —Population, 821,000; primary grant raised from Rs. 5,000 to Rs. 9,000; assignments from khas mehals and wards' estates Rs. 789. The expenditure was Rs. 9,664. From the above sources, 2 middle schools with 57 pupils, 10 upper primary schools with 433 pupils, 1,286 lower primary schools with 27,434 pupils, and 149 indigenous schools with 2,657 pupils, were supported; 7 schools also received grants-in aid. The corresponding figures for the previous year were 4 middle, 16 upper, and 644 lower primary schools. The system of payment-by-results is in force in this district. The examinations were held at 79 centres; 18,684 pupils from 1,183 schools were examined, of whom 200 were girls Rewards earned by the pupils for their gurus amounted to Rs. 3,875. A sum of Rs. 202 was given as rewards to boys. Stipendiary schools have declined from 106 to 83, the number of rewarded primaries having advanced from 517 schools with 9,993 pupils to 1,143 with 23,948 pupils. No unaided schools are reported. Nine inspecting gurus, one for each thannah, were employed to inspect the non-stipendiary schools, and to improve their condition by frequent visits and instruction. No fixed pay was given, but they received an allowance of 3 annas for each separate school visited in a month. It is proposed to give them fixed salaries and a lower rate of allowance. Of 83 candidates sent up from 26 schools of different classes, 64 from 25 schools were successful at the upper primary scholarship examination. At the lower primary scholarship examination, 449 candidates were sent up from 131 schools, of whom 334 from 97 schools were successful Of these, 4 were girls, one of whom got a scholarship, and the others received special rewards

sanctioned by the Magistrate. The Magistrate further proposes either to provide a normal school for the training of gurus, or to extend largely the system of inspecting pundits, both proposals having the same object in view, namely, to improve the gurus in charge of primary schools. A further increase to the primary grant and to the number of Sub-Inspectors is also asked for.

183. PATNA DIVISION.—Of the boys of school-going age one in 7·6 is at school. The chief guru system continues in force in this division, but in Shahabad the pupils examined in central gatherings are now allowed, under the orders of the Magistrate, to earn cash rewards for themselves as well as their teachers on the results of the examinations. Upper primaries have advanced from 240 to 248, but their pupils have fallen off from 8,556 to 8,450. The Circle Inspector attributes the decrease to the circumstance that the best schools of the class have been converted into middle vernacular schools, while somewhat inferior schools have been raised to the upper primary standard. Aided lower primaries have increased from 8,076 with 95,880 pupils, to 9,070 with 101,436. Unaided primaries have declined from 1,681 with 15,610 pupils to 863 with 10,171. This increase of aided and decrease of unaided schools is due to the further extension of the chief guru system. The increase in lower primaries is shared by all the districts except Gya, which, however, has transferred 664 primary schools of last year to the head of indigenous schools. Besides the schools noticed above, there are 37 middle vernacular and 7 girls' schools aided from the primary grant.

184. *Patna.*—Population, 1,757,000; primary grant raised from Rs. 8,000 to Rs. 14,000; expenditure, Rs. 13,331, of which Rs. 5,430 were spent on 23 middle and 57 upper primary schools The 57 upper primaries were attended by 1,798 pupils, against 46 schools with 2,095 pupils. The total number of aided lower primary schools was 1,583 with 19,642 pupils, against 1,633 schools with 23,154. Unaided schools numbered 578 with 7,096 pupils, against 464 with 6,955. The number of stipendiary schools was 53. The district is divided into 50 sub-circles, each under a chief guru Of 43 candidates from 28 schools, 15 from 12 schools were successful at the upper primary scholarship examination. Of 2,327 candidates from 327 schools, 2,262 from 321 schools were successful at the lower primary scholarship examination. At the central examinations 6,602 pupils from 370 schools were examined by the Deputy Inspector, and of these, 3,050 from 221 schools were deemed fit for prizes. The Magistrate, Mr. Vowell, regards the results of the examinations as very creditable. He considers the present grant not sufficient for the growing requirements of his district, and proposes to raise the rate of rewards to the gurus. He does not think that the returns give a complete idea of the entire number of schools in the district, as he is afraid there are many private pathsalas and maktabs of which no returns are furnished at all. Mr. Vowell adds: "The chief guru system appears to have worked well. . . . Until the males have received sufficient education to understand its value and usefulness, it will be vain to attempt to educate the females. At present the people have a prejudice against their girls going to schools or pathsalas; but as education spreads among them this prejudice will wear off. From the Barh sub-division 15 girls are returned as having attended the pathsalas during the year under review. This inspires a hope of success in future in the exertions of the authorities to educate females."

185. *Gya.*—Population, 2,125,000; primary grant raised from Rs. 10,000 to Rs. 12,500; expenditure, Rs. 11,820, of which Rs 2,849 were spent on two middle and 56 upper primary schools The total number of upper primaries was 57 with 2,221 pupils, against 53 schools with 1,945 pupils. The total number of aided lower primaries was 875 with 12,190 pupils, against 1,196 with 14,075 pupils, the decline being due to the transfer of 664 pathsalas to the head of indigenous schools. The number of stipendiary lower primary schools was 163. The district is divided into 50 sub-circles, each under a chief guru. Of 126 candidates from 42 schools, 89 from 37 schools were successful at the upper primary scholarship examination. At the lower primary scholarship examination 1,309 candidates from 365 schools were sent up, of whom 421 from 195 schools were successful. At the central examination, 7,191 pupils from 515 schools were examined by the Deputy Inspector, of whom 2 642 pupils from 492 schools were deemed fit for prizes. Mr. Kemble, the Magistrate, writes as

PRIMARY EDUCATION

follows:—"The increase in the number of private pathsalas and other village schools brought under inspection, and in the number of lower primary schools, is very satisfactory. I hope that during this and in future years some improvement will be effected in the quality of the instruction given in these institutions. At present, I should say, at least one-half of the pupils at an ordinary village school are infants, who are sent by their parents or guardians in order to be kept out of harm." Mr. Kemble proposes to distribute books in the Kaithi type largely among pathsala pupils, and to provide, at least in unions, suitable school-houses. He visited 79 schools.

186. *Shahabad.*—Population, 1,965,000; primary grant raised from Rs. 9,000 to Rs. 12,000; expenditure, Rs. 12,000, of which Rs. 2,661 were spent on 4 middle, 45 upper primary, and two girls' schools. The 45 upper primaries had 1,295 pupils, against 57 schools with 1,627 pupils. The total number of aided lower primaries has risen from 794 with 9,661 pupils to 1,001 with 11,081. The unaided schools were 145 with 1,007 pupils, against 420 with 3,281. The district is divided into 51 circles, each under a chief guru. Of 57 candidates from 32 schools, 27 from 20 schools were successful at the upper primary scholarship examination. At the lower primary scholarship examination 2,816 candidates from 373 schools were sent up, of whom 2,010 from 349 schools were successful. The schools were also examined at the central gatherings by the Deputy Inspector, and both pupils and teachers received cash payments on the results of these examinations. The number examined was 13,529 from 1,411 schools. Of these, 5,923 from 601 pathsalas were examined under the new system, and of these 4,354 passed. The Inspector considers cash payments to pathsala pupils to be a wrong step, and mentions that in the Burdwan division he has succeeded, with the approval of the Commissioner, in getting a system of book-prizes instituted. The Magistrate, Mr. Nolan, reports that the payment-by-results system, introduced during the year at a time when an epidemic of fever was raging, undoubtedly prevented a reduction in school attendance by its stimulating effect. He further states that, while only 138 schools were receiving stipends before the introduction of his system, the number now benefited is 1,422 This, he adds, is a result which cannot but be regarded as satisfactory. It should be noted, however, that in other districts of the division, which suffered equally with Shahabad from attacks of fever, there is an increase in the number of schools. Mr. Barrow, the Joint-Magistrate, who visited many pathsalas in his cold-weather tour, says that those in the Kori direction have taken a new start in life. He adds: "Most of the schools are, however, still but a collection of wholly ignorant little urchins, and I found it difficult to discover subjects to examine them in. What struck me most was the great want of books and slates. Of the literary effect of the new system of payment-by-results I cannot speak. I am glad to see the Deputy Inspector is so favourably impressed with it." It may be added that if books and slates were given away under the Magistrate's orders as prizes, instead of cash rewards, the present want of these articles would cease to be common.

187. *Sarun.*—Population, 2,280,000; primary grant raised from Rs. 10,000 to Rs 13,000; expenditure, Rs. 12,577, of which Rs. 1,386 were spent on one middle, 16 upper primary, and three girls' schools. The total number of upper primaries was 18 with 534 pupils, against 20 with 635 pupils. Aided lower primaries rose from 1,095 with 13,192 pupils to 1,188 with 13,413. Unaided schools were 69 with 574 pupils. The district is divided into 43 circles, each under a chief guru. Of 39 candidates from 13 schools, 27 from 10 schools were successful at the upper primary scholarship examination At the lower primary scholarship examination 1,858 candidates from 407 schools were sent up, of whom 908 from 297 schools were successful. At the central examination 5,408 pupils from 578 schools were examined by the Deputy Inspector. There was also a simple system of payment-by-results introduced by the Magistrate, Mr. A. P. MacDonnell, under which 1,346 pupils from 278 schools were examined and 1,043 from 257 schools were successful. The Officiating Magistrate, Mr. Quinn, writes as follows:—

"It is as regards primary education that I think the foundation at least of future progress has been laid in a scheme for the combination of the central guru system with the system of payment-by-results. For the first time rewards have been given to gurus for every boy who

comes up to the 1st or 2nd of the elementary standards at the central examination, and although the immediate result has been small, I am sanguine that the encouragement thus given to gurus to bring up their pupils generally to a fair standard, instead of devoting their chief attention to those boys only who can gain scholarships, will produce a permanent improvement in primary education; the other part of the scheme, which is to increase the number of chief gurus, and, as far as possible, to do away with fixed stipends in all other cases, could not be carried into effect during the year." PRIMARY EDUCATION

Mr. Quinn adds that but for the unhealthiness of the last cold season, the statistics of attendance and progress would have been much better than they appear from the returns.

188. *Chumparun.*—Population, 1,722,000; primary grant raised from Rs 8,000 to Rs 9,500; expenditure, Rs. 9,307, of which Rs. 2,468 were spent on 36 upper primary schools and one girls' school. The upper primaries were 36 with 1,261 pupils, against 31 schools with 1,140 pupils. The total number of aided lower primaries rose from 707 with 7,159 pupils to 930 with 7,576. No unaided schools were returned. There were 27 chief gurus. Of 44 candidates from 25 schools, 12 from 10 schools were successful at the upper primary scholarship examination. At the lower primary scholarship examination 629 candidates from 169 schools were sent up, of whom 245 from 100 schools were successful. At the central examination 5,053 pupils from 524 schools were examined by the Deputy Inspector, of whom 1,925 from 321 schools were awarded prizes.

189. *Mozufferpore.*—Population, 2,582,000; primary grant raised from Rs. 11,000 to Rs. 15,000; expenditure, Rs. 10,865, of which Rs. 745 were spent on 10 upper primary schools. The upper primaries had 366 pupils against 8 with 226 pupils. The total number of aided lower primaries rose from 2,054 with 15,322 pupils to 2,785 with 20,805. No unaided schools are reported. There were 43 chief gurus. Of 13 candidates from 9 schools, 8 from 8 schools were successful at the upper primary scholarship examination. At the lower primary scholarship examination 631 candidates from 231 schools were sent up, of whom 324 from 215 schools were successful At the central examinations 5,274 pupils from 942 schools were examined by the Deputy Inspector, but only 124 pupils from 65 schools received prizes. Mr. Worsley, the Magistrate, remarks:—" The state of primary education in the district is now widely different from what it was a few years ago, and every year during my cold-weather tours I am struck with the increased interest which the villagers take in pathsalas. The chief guru system continues to work well, and to this system and to the exertions of the Deputy Inspector, Baboo Parmanund, and his subordinates, I largely attribute the favourable results attained. Such examinations as I have myself been able to hold in pathsalas have satisfied me that the boys are now much better taught than formerly, and that much has been done in the way of improving their manners and behaviour."

190. *Durbhanga.*—Population, 2,633,000; primary grant raised from Rs. 10,000 to Rs. 14,000; expenditure, Rs. 14,005, of which Rs. 1,975 were spent on 7 middle and 25 upper primary schools, and one girls' school. The 25 upper primaries had 984 pupils, against 888 in the year before The total number of aided lower primaries increased from 597 with 13,317 pupils to 708 with 16,729. Of unaided schools, 71 with 1,494 pupils are reported. There were 34 chief gurus. Of 16 candidates from 8 schools, 3 from 2 schools were successful at the upper primary scholarship examination. At the lower primary scholarship examination, 581 candidates from 168 schools were sent up, of whom 370 from 137 schools were successful. At the central examinations 17,523 pupils from 996 schools were examined by the Deputy Inspector, and of these, 2,624 from 654 schools were awarded prizes.

191. Bhagulpore Division.—Of the boys of school-going age one in 6·8 is at school. The chief guru system has been in force since 1877, and under it every district has made steady progress in primary education. The advances is remarkable, not only in respect of the number of schools brought under organisation, but also in respect of the results of the yearly scholarship examinations conducted in each district under the orders of the Magistrate. The system of examination of pathsala gurus by departmental standards, which was adopted for the first time in 1880, was attended with the following result in 1881:—From Monghyr, Bhagulpore, and Purneah 134 gurus presented themselves for examination by the middle scholarship standard. Of these 5

PRIMARY EDUCATION

obtained certificates of having passed the examination, 6 passed in four subjects, 17 in three subjects, 42 in two subjects, and 35 in one subject This result may, on the whole, be regarded as hopeful, since in the year before only 5 passed in two subjects and 32 in one subject at the same examination. The number of upper primary schools rose from 202 with 6,795 pupils to 254 with 8,662 pupils. Lower primaries advanced from 6,649 with 66,277 pupils to 7,250 with 73,151 pupils

192. *Monghyr.*—Population, 1,970,000; primary grant raised from Rs. 10,000 to Rs. 13,000; expenditure, Rs. 12,995, of which Rs 5,328 were spent on one middle, 111 upper primary, 8 girls', and 17 indigenous schools. The upper primaries had 3,963 pupils against 3,746 pupils in 106 schools in the preceding year. Lower primaries increased from 2,358 with 22,269 pupils to 2,582 with 24,770. There are 48 chief gurus Lower primary schools receive rewards, but no monthly stipends. At 134 central gatherings by the Deputy Inspector, 21,224 pupils from 2,193 schools were examined Of these, 2,294 pupils from 1,072 schools earned prizes. Of 131 candidates from 69 schools, 28 from 16 schools were successful at the upper primary scholarship examination. At the lower primary scholarship examination, 2,241 candidates from 719 schools were sent up, of whom 1,143 were successful. In the Jamui and Sudder sub-divisions 175 Sonthal pupils attend school. Mr. Kean, the Magistrate, considers the progress made in the number of schools and of pupils, and the successful result of the examinations, to be very satisfactory. In Monghyr there are 2,582 pathsalas under 48 chief gurus, giving an average of 54 pathsalas under each. This is much higher than the average of the division, which is 31. This average should not, in the opinion of the Circle Inspector, be exceeded, and the number of chief gurus in Monghyr should be gradually raised to 80 in the course of the current year.

193. *Bhagulpore.*—Population, 1,966,000; primary grant raised from Rs. 10,000 to Rs. 13,000; expenditure, Rs. 9,842, of which Rs. 6,823 were spent on 11 middles, 92 upper primary, and 3 girls' schools. The upper primaries advanced from 57 with 1,551 pupils to 92 with 2,797 pupils. The total number of lower primary schools rose from 2,536 to 2,672, but the number of pupils declined from 19,926 to 17,718. This last decrease is attributed to the prevalence of cholera in March 1882, but was probably due to other causes also. There were 44 chief gurus, and 40 of the lower primaries still received stipends. Only 4,001 pupils from 571 schools were examined by the Deputy Inspector, at 28 gatherings Of 99 candidates from 43 schools, 30 from 19 schools were successful at the upper primary scholarship examination. No returns of the lower primary scholarship examination have been received, as the papers appear to have been mislaid. In the Banka sub-division, where Sonthals number 12,486, 27 schools are attended by 347 pupils of that race, of whom 12 have attained the upper primary stage. Mr D'Oyly, the Magistrate, speaks in high terms of the Deputy Inspector, whose work and report are alike complete.

194. *Purneah.*—Population, 1,849,000; primary grant raised from Rs. 8,000 to Rs. 10,000; expenditure, Rs. 6,905, of which Rs. 541 were spent on two middle, seven upper primary, and eight girls' schools. The seven upper primaries had 254 pupils, against 257 in the preceding year. The total number of lower primary schools rose from 673 with 8,326 pupils to 752 with 9,314 pupils. There were 55 chief gurus, and the number of stipends held in lower primary schools was 100. Only 2,635 pupils from 229 schools were examined at 22 gatherings. Of 13 candidates from seven schools, two from one school were successful at the upper primary scholarship examination. At the lower primary scholarship examination, 692 candidates from 134 schools were sent up, of whom 452 from 87 schools were successful. Mr. Weekes, the Magistrate, states that the chief guru system has been extended by the formation of new sub-circles, that a large number of the 692 non-stipendiary schools will bear comparison with the stipendiary schools, and that they certainly excel in mental arithmetic, to which Mr. Weekes rightly attaches a very high value. He adds that maps and text books have been supplied to middle, upper primary, and chief guru schools. On the whole, he is of opinion that good progress has been made, though parts of the district are still very much neglected. Punctuality in the payment of gurus' stipends by Sub-Inspectors is a matter of the first importance.

Irregularities in this respect were discovered, the consequence being the suspension of one officer and the dismissal of another A large portion of the primary grant, Rs. 3,000 in round numbers, remained unexpended, principally owing to the prevalence of cholera all over the district.

195. *Maldah.*—Population, 710,000; primary grant raised from Rs. 4,000 to Rs. 6,000; expenditure, Rs. 4,065, of which Rs. 900 were spent on one middle, 20 upper primary, two girls', and sixteen indigenous schools. Upper primaries rose from 12 with 537 pupils to 20 with 714 pupils. The number of lower primary schools increased from 392 with 6,525 pupils to 414 with 6,892 pupils. There were 24 chief gurus, and the number of stipends to lower primary schools was 22. At 21 central gatherings, 5,357 pupils from 352 schools were examined by the Deputy Inspector, and rewards given on three different scales; besides a reward of an anna for each pupil for mere attendance and ability to read, write, or cipher. The Assistant Inspector examined at three gatherings 579 pupils from 29 schools. Of 60 candidates from 19 schools, 36 from 17 schools were successful at the upper primary scholarship examination. At the lower primary scholarship examination, 266 candidates from 73 schools were sent up, of whom 124 passed. Measures for commencing systematic operations on the eastern or Barinda portion of the district, which is chiefly inhabited by low caste or aboriginal people, have recently been approved by the Magistrate on a combined plan of rewards and stipends. The Circle Inspector remarks that the eastern or Barinda portion is being colonised by the Sonthals, and that the interest already taken by the Magistrate in promoting education in that tract furnishes ground for the hope that if the Sonthal education scheme, recently sanctioned by Government for the Daman-i-koh, be extended to these parts, good results will follow.

196. *Sonthal Pergunnahs.*—Population, 1,568,000; primary grant raised from Rs 7,000 to Rs. 10,000; expenditure, Rs. 7,238, of which Rs. 1,100 were spent on 18 upper primary and two indigenous schools The upper primaries rose from 20 with 704 pupils to 24 with 934 pupils. The total number of lower primary schools has risen from 690 with 9,231 pupils to 830 with 14,457 pupils, as shown below:—

	1881		1882.	
	Schools	Pupils	Schools	Pupils
Under the Church Mission Society ..	57	982	40	840
Under the Indian Home Mission	23	319	23	392
Under native management	610	7,930	767	13,225
Total ..	690	9,231	830	14,457

Mr. Jones, the Officiating Deputy Commissioner, states that "among the Sonthals the missionaries have been at work for about 20 years. Something has been done, especially in the way of girls' education, but much remains to be done" An addition of Rs. 1,000 has recently been made to the yearly grant of the Church Missionary Society. The district returns show that 5,922 Sonthals, 234 Paharias, 50 others, and 425 native Christians, giving a total of 6,631 pupils belonging presumably to aboriginal races, were at school, against 2,612 of the previous year. Of the 6,631 pupils, there were 62 in middle and 418 in upper primary schools, the rest attending lower primary schools. It is interesting to note that 14 Paharias are now found in middle, 17 in upper, and 203 in lower primary schools. Mr. Jones remarks that "the system of stipendiary schools is being displaced by a system of non-stipendiary schools, inspected by the chief gurus and paid by results. In the one system there is a danger of sloth on the part of the gurus, in the other there is a danger of fraud by presenting the same pupils at two centres. But the latter system seems to help forward the cause of education more, and to be popular with children and parents; more attention is paid to the children's training by gurus, and a healthy rivalry is created between the pupils of different villages."

The Assistant Inspector devoted a good portion of the last cold-weather to the inspection of the Daman-i-koh, and examined at eleven gatherings 2,582 pupils from 144 schools, of whom 1,496 were Sonthals. The local inspecting officers were also stimulated to exertion. The scheme of Sonthal education,

PRIMARY EDUCATION

framed by the Circle Inspector for the Daman-i-koh, provided for the establishment of 100 stipendiary pathsalas for Sonthals in that tract in the course of three years, at a cost of Rs 5,000 in the first, Rs. 6,500 in the second, and Rs. 7,500 in the third year. The pathsalas were to be under Sonthal management and inspection, and to be connected with the ordinary village system of the people. This scheme, which received sanction just after the close of the year, led during the course of it to inquiries and efforts in a large portion of the district. The funds set apart in December 1881 by the District Education Committee, to provide for the payment of teachers at the rate of two annas a month for every Sonthal or Paharia boy or girl under instruction, were taken advantage of by many pathsalas.

At the upper primary scholarship examination 23 candidates from 11 schools were sent up, of whom 19 from 11 schools were successful At the lower primary scholarship examination, 436 candidates from 108 schools competed, and 187 candidates from 76 schools were successful. As a proof of the inherent difficulty of carrying out educational operations among the Sonthals, the Assistant Inspector mentions the circumstance that out of 62 pupils sent up from Sonthal schools under missionary management, only 16 were successful. The number of chief gurus employed was 59, and 16 lower primary schools were in receipt of monthly stipends. The Sub-Inspectors examined 12,468 pupils at 147 gatherings, and of these 4,571 were passed

197. CHOTA NAGPORE DIVISION.—Of boys of school-going age one in 9·4 is at school. Upper primaries for boys rose from 31 with 1,091 pupils to 46 with 1,859 pupils. Of these, two were Government schools in Singbhoom, 42 were aided, and two were unaided. Aided lower primaries advanced from 819 with 23,186 pupils to 904 with 26,110 pupils. Unaided schools declined from 153 to 49, and their pupils from 3,007 to 978. Taking the upper and lower primaries together, the schools have declined from 1,003 to 999, but their pupils have increased from 27,284 to 28,947. The system of payment-by-results was tried during the year in each of the four districts of the division, but with any degree of completeness in Manbhoom alone, which is the only district with a large population having indigenous schools of its own. It is remarkable that in Hazaribagh the system of payment-by-results has, after five years' working, resulted in the addition of only 17 pathsalas to the list of rewarded schools. Of all the pupils in the division, 2,288 were native Christians, 4,892 Kols, 357 Sonthals, and 653 'others.' Missionary agency has been working with success in the Hazaribagh and Singbhoom districts for many years. The measures previouly referred to for the extension of education among the Sonthals of the Daman-i-koh, are to be introduced into Manbhoom also.

198. *Manbhoom* —Area, 4,143 square miles; population, 1,058,000; primary grant raised from Rs. 7,000 to Rs. 9,000; expenditure, Rs. 8,769, of which Rs. 763 were spent on 12 upper primary schools and Rs. 53 on 53 indigenous schools furnishing returns. The number of upper primary schools for boys rose from 10 to 13, and their pupils from 298 to 452 Lower primaries declined from 334 to 325, but their pupils increased from 7,817 to 8,134. The decrease in the number of schools is due to the transfer of 53 with 909 pupils to the class of indigenous schools Of the 325 lower primaries, 321 with 8,079 pupils were aided, and 4 with 55 pupils unaided. One of the aided schools with 22 pupils was a girls' school Stipendiary schools numbered 130, with stipends varying from Rs. 2-8 to Rs. 5 a month. There were 162 schools, whose teachers and pupils received rewards on the result of the examinations held in the cold weather. There were also registered schools which received Re. 1 each for the submission of annual returns Of these, 28 are treated as lower primaries, having taken to departmental methods of teaching, and 53 are classed as indigenous pathsalas. At the upper primary scholarship examination, 22 candidates were sent up from 8 schools, and 7 from 4 schools were successful. Of 289 candidates from 97 schools, 118 from 59 schools were successful at the lower primary scholarship examination. The system of payment-by-results was introduced in 1876; and had not an advanced portion of the district been transferred to Bankoora, considerable progress would have been shown. The Deputy Inspector proposes to divide the district into 80 sub-circles, each under a chief guru, whose business it will be to teach his own pathsala for five days in the week, and to

inspect subordinate pathsalas on the remaining working day. It is proposed to pay the chief guru, in addition to the stipend attached to his school, (1) a fourth part of the money allowed to each guru subordinate to him for the submission of an annual return; (2) two annas for the inspection of each pathsala once in any one month; and (3) one-sixth of the reward allowed to each guru for passing pupils at the sub-centre examination. The Assistant Inspector considers the scheme simple and practical, but would on no account allow the chief guru's sub-circle to have a radius of more than 5 miles. Nor does he see how the pathsala is to be conducted during the chief guru's absence on inspectional work. In Behar the chief gurus in many cases hold their own pathsalas between 10 A.M. and 4 P.M., and devote the morning and evening hours to the inspection of subordinate pathsalas. Mr. Clay, the Deputy Commissioner, is not satisfied with the examination results of the upper primaries, and in respect of the lower primaries he regards the chief guru system as worth trying. He considers an addition to the subordinate inspecting staff to be called for.

199. *Hazaribagh.*—Area, 7,021 square miles; population, 1,105,000; primary grant raised from Rs. 8,000 to Rs. 10,000; expenditure, Rs 6,873, of which Rs 532 were spent on 10 upper primary schools, and Rs. 61 on 6 indigenous schools. The upper primary schools for boys rose from 3 with 97 pupils to 12 with 387 pupils. The lower primaries were 237 with 5,797 pupils, against 260 schools with 5,234 pupils of the year before. There was thus a loss of 23 schools but a gain of 563 pupils. Two of the 237 schools received grants-in-aid, 231 were aided from the primary grant, and 4 were unaided. Of the primary grant schools, 179 were stipendiary and 52 non-stipendiary. The rules regarding the grant of stipends were somewhat altered, in accordance with the recomendations of the Assistant Inspector, but the system of payment-by-results can hardly be said to have made its way in a district where the bulk of the schools are in receipt of fixed stipends. It has already been stated that the rewarded schools, which numbered 17 in 1876, were only 34 in 1882. The Assistant Inspector remarks:—"Considering the wonderful capacity which the system of payment-by-results has for expansion, the advance made in Hazaribagh in five years has been simply nothing. The Deputy Inspector, forgetting the results which the system has achieved in Midnapore and Orissa, and is expected to do, more or less, in all districts where it is worked, congratulates himself year after year with great complaisance on the advance indicated by such figures as are shown in the table. It is no doubt true that the outer circle of indigenous schools in Hazaribagh is not as great as that in Balasore or Midnapore, and the fee income not quite as large as in those districts; but still the number of independent pathsalas is far greater in the district than that noticed by the Deputy Inspector. Had any systematic effort been made to bring all the indigenous schools in the district under the influence of the Department, the number of lower primary schools under regular inspection would not by this time have been less than 500." It should, however, be remembered, as the Assistant Inspector has himself pointed out, that 80 per cent. of the pathsalas in Hazaribagh are new institutions, owing their existence altogether to the Government system; and that the 'outer circle' is really very narrow. A large number of small maktabs and pathsalas supported by well-to-do people are reported by the Assistant Inspector as existing in the district. The number of candidates at the upper primary scholarship examination was 31 from 12 schools. Of these 11 from 12 schools were successful. The number sent up at the lower primary scholarship examination was 257 from 114 schools, and of these, 185 from 101 schools were successful. Major Lillingston, the Deputy Commissioner, has, with the concurrence of the Inspector and the District Committee, issued rules for the award of stipends at rates varying from Rs. 2 to Rs 5, the object of which is to ensure good attendance, and progress as tested by the scholarship examinations. Before the promulgation of these rules, gurus worked in a haphazard way, a stipend once given often continuing after the school had declined both in progress and in numerical strength.

200. *Lohardugga.*—Area, 12,044 square miles; population, 1,610,000; primary grant raised from Rs. 10,000 to Rs. 11,000; khas mehal contribution, Rs. 410; expenditure, Rs. 11,401, of which Rs. 1,186 were spent on 17 upper primary schools. The upper primaries for boys rose from 13 to 16, and, their pupils from 539 to 766; lower primaries numbered 293 with 8,473 pupils

PRIMARY EDUCATION

against 264 schools and 7,952 pupils in the preceding year. Of these, 262 schools with 7,830 pupils were aided, and 31 with 643 pupils unaided. Of the aided schools 209 were stipendiary, 22 rewarded on the results of examination, and 31 paid for keeping registers and submitting returns. The Midnapore system of payment-by-results, introduced during the year, has not as yet influenced the schools one way on the other, only 24 schools with 549 pupils having attended the central examinations held by the Deputy Inspector and the Sub-Inspectors. At the upper primary scholarship examination, 24 candidates were sent up from 10 schools, and 10 from 8 schools were successful; of 256 candidates from 94 schools, 181 from 83 schools were successful at the lower primary scholarship examination.

201. *Singbhoom.*—Area, 5,578 square miles; population, 454,000; primary grant raised from Rs. 3,000 to Rs 4,000, the whole of which was expended on lower primary schools. Upper primaries declined from 6 to 5, but their pupils rose from 165 to 304 The lower primaries decreased from 120 with 5,396 pupils to 106 with 4,900. The decrease was confined to unaided schools, whose teachers, says the Assistant Inspector, gave up the schools when they failed to obtain the expected rewards. Aided schools increased from 81 to 93, and their pupils from 4,271 to 4,549 Of these latter, six were grant-in-aid schools under missionary management. There were 13 stipendiary and 74 rewarded schools, against 49 and 26, respectively, of the preceding year. The stipendiaries are likely to disappear altogether in the course of another year The Assistant Inspector remarks, however, that the large amounts allowed as rewards to the teachers of lower primary schools in Singbhoom are mere stipends paid on the result of certain examinations The total amount of the assignment being Rs. 4,000, and of aided lower primaries 87, the average expenditure on each pathsala was Rs. 40 per annum. When it is remembered, however, that in Singbhoom there is at present an almost total absence of receipts from local sources, it is evident that teachers cannot keep up pathsalas at a lower rate of aid than Rs. 4 a month. The claim of each pathsala to a reward was not determined by the result of any general examination held at centres, but was decided by the Deputy Inspector *in situ* in the case of each school in the course of his ordinary tours of inspection Instances have come to notice of Kol villages applying for schools. There are 51,132 Sonthals in Singbhoom, for whose education some special provision is suggested. Of 16 candidates sent up from 6 schools, 7 from 3 schools were successful at the upper primary scholarship examination. At the lower primary scholarship examination 107 candidates were sent up from 54 schools, and 55 from 25 schools were successful.

202 ORISSA DIVISION.—Of the boys of school-going age one in 2 5 is at school. Primary schools for boys advanced from 6,882 with 77,954 pupils, to 7,770 with 90,152 pupils. Upper primaries rose from 145 with 3,395 pupils to 149 with 3,757 pupils; and lower primaries from 6,737 with 74,559 pupils to 7,621 with 86,395 pupils. These include five unaided upper and 1,565 lower primaries. The Joint Inspector regards the increase in the number of schools and scholars as very satisfactory The largest share of the increase is in Cuttack, and the Deputy Inspector describes it as a "direct result of the appointment of 15 additional inspecting pundits" in that district. The system of payment-by-results is in force throughout the division. The Joint-Inspector remarks:—"As regards the tendency on the part of the people to withhold their accustomed contributions, the evil cannot be said to have in any sense been removed by the payment-by-results system. By being spread over a wider field, it has only lessened in depth The people in many cases withhold payment of the usual fees when they see that their teacher has earned a lump sum from Government in the shape of rewards for results, and this they generally do during the last quarter of the year." It is beginning to be clearly seen that the influence and control which Government can exercise over the indigenous pathsalas do not depend exclusively upon the amount which it contributes to their support.

203 *Cuttack.*—Population, 1,738,000; primary grant raised from Rs. 13,000 to Rs. 16,000; khas mehal contribution, Rs 443; expenditure, Rs 16,443, of which Rs. 2,495 were spent on upper primary schools, and Rs. 1,250 on salaries of inspecting pundits. Out of 20 inspecting pundits, 15 were appointed during

the year, five on Rs. 15 and ten on Rs. 10 each. They have on an average 187 pathsalas each under inspection. The number of upper primaries was the same as last year, viz. 65, but their pupils rose from 1,585 to 1,688. The lower primaries were 3,730 with 38,299 pupils, against 3,153 with 30,542 pupils in the preceding year. The system of administration remains unchanged. There are two examinations held in the year, the pass and the primary. The subjects prescribed for the pass examination are (1) reading and writing; (2) arithmetic, written and mental; (3) zemindari and mahajani accounts. Out of 19,721 pupils from 3,147 schools presented at the pass examination, 12,248 from 3,102 schools earned rewards. Of 135 candidates from 43 schools, 123 from 41 schools were successful at the upper primary scholarship examination. At the lower primary scholarship examination, 1,420 candidates from 478 schools appeared, and 632 from 289 schools were successful.

204 *Pooree.*—Population, 888,000; primary grant raised from Rs 7,000 to Rs 9,000; khas mehal contribution, Rs. 376; expenditure, Rs. 9,000, of which Rs. 1,968 were spent on upper primary schools, and Rs. 1,033 on the salaries of inspecting pundits. Upper primaries for boys rose from 50 with 1,189 pupils to 59 with 1,440 pupils. Lower primaries numbered 1,778 with 16,539 pupils, against 1,621 with 15,125 pupils of the year before. The system of payment-by-results with a subsidiary inspectional agency in the shape of inspecting pundits is in force. There are, as in Cuttack, two examinations in the year, the pass and the primary. At the pass examination, 2,477 boys and 44 girls passed by the higher, and 4,976 boys and 42 girls by the lower standard, against 3,756 boys and 11 girls in the higher, and 1,614 boys and 19 girls in the lower standard in the previous year. The figures, however, are not such that any great value can be attached to them as measuring the progress of pathsalas from year to year. At the upper primary scholarship examination 104 candidates from 37 schools were sent up, of whom 85 from 37 schools were successful. Of 1,070 candidates from 239 schools competing at the lower primary scholarship examination, 710 from 210 schools passed. Mr. Grant, the Magistrate, is opposed to the multiplication of stipendiary schools even of the upper primary class, as the fixed stipend is a great drain upon the fund. He adds: "By this time it is well understood that when we report that the number of schools has increased so much, of scholars so much, and the number receiving education per thousand of the population is so much larger, the words do not exactly mean what they appear to say. For instance we all know very well that the number of schools and scholars is, and has always been, considerably higher than the figures shown even in this report; and all we mean is that we have hunted up so many more of these schools and scholars, and have so brought the influence of Government officials and the grant-in-aid (*i e*, of inspection and reward by results) to bear upon them, as to make sure that their teaching is effective. In fact the object of the primary grant is not to create new schools of any kind, but to improve the very numerous elementary schools already existing into giving an *effective* elementary education" It may be added that the Government system does make special provision for the education of races who have no indigenous schools of their own, as in Chota Nagpore; and that the expenditure on upper primary schools is justified, not only by the fact that they serve as models for other primary schools, but also because they form a connecting link between the most elementary schools and those of secondary instruction.

205. *Balasore.*—Population, 945,000; primary grant raised from Rs. 8,000 to Rs 12,000; khas mehal contribution, Rs. 795; expenditure, Rs. 12,795, of which Rs. 1,650 were spent on upper primary schools, and Rs. 1,938 on the salaries of inspecting pundits. The number of inspecting pundits is 16, of whom 4 on Rs. 10 each were appointed during the last year. Each inspecting pundit had 132 pathsalas on an average under his supervision. Upper primary schools for boys declined from 30 with 621 pupils to 25 with 629 pupils. The Vice-President, Mr H. S. Beadon, considers the result decidedly good, as the weaker schools have been weeded out, and only schools that are fit to be models have been retained. The lower primaries were 2,114 with 31,581 pupils, against 1,981 with 21,210 pupils of the previous year. The system of payment-by-results continues in force. There are two examinations, the pass and the primary. At the pass examination 11,385 pupils from 1,789 schools competed,

PRIMARY EDUCATION.

and 7,731 from 1,731 schools earned rewards. At the lower primary scholarship examination, 710 candidates from 287 schools appeared, and 389 from 226 schools were successful. Out of 68 candidates sent up from 30 schools, 67 from 30 schools were successful at the upper primary scholarship examination. During the year "the double standard at the pass examination has been re-introduced, while wholesome restrictions on the promiscuous appearance of boys for rewards at the same or a lower standard in successive years have been imposed. All schools have been allowed to compete; local boards of examiners have been started, and altogether, the Committee trust, a system of payment-by-results has been introduced which is suited to the requirements and genius of the people."

206. *Orissa Tributary Mehals.*—Area, 16,184 square miles; population according to the census of 1881, 1,469,000. The returns show a marked advance in the progress of education. The schools have more than doubled (from 472 to 969), and there has been a corresponding increase in the number of scholars, namely, from 7,519 to 12,112. "This increase," observes the Superintendent of the Tributary Mehals, "of course represents the enrolment of so many old schools on our books; but the very fact of their having been thus registered, coupled with the circumstance of the benefit of regular departmental inspection having been extended to them, can scarcely fail to produce a salutary effect, and will tend to consolidate the vast system of indigenous schools scattered over the whole area." There has been a satisfactory increase in schools of every class except the upper primaries, which have declined from 55 to 50. This decrease, however, is rather apparent than real, two of the schools having been converted into middle vernacular schools, and the three remaining ones being rightly classed as lower primaries. Middle English schools number three with 325 pupils, against two of the previous year. Middle vernacular schools were nine, of which four were Government and five unaided. In the previous year the number was seven. The Superintendent considers upper primary schools to be hardly adapted to the requirements of the backward community in the interior of the States. "For years to come our efforts must be mainly directed towards consolidating and improving the indigenous lower primary system, which has the sympathy of the people on its side, and out of which a higher standard of instruction will be evolved in a natural and healthy way."

207. Lower primary schools have advanced from 399 to 919, with 10,590 pupils. This, however, is very far from representing the actual number of existing indigenous schools in the Gurjats, and some time must necessarily elapse before the educational resources of these States are thoroughly explored and utilised The total allotment on account of primary education in Banki and Ungool is Rs. 3,593, and the schools aided from it number 196. There are 724 unaided lower primaries, 45 of which in Maurbhanj, including 17 Sonthal schools, are stipendiary. There are 15 stipendiaries in Keonjhur, of which 14 are attended by the children of the aboriginal Bhuinyas and Junangs. The Sonthal schools are reported to be very backward as yet. For the inspection of the Gurjat schools there are five Sub-Inspectors assisted by seven inspecting pundits.

208. The number of sanctioned scholarships is 44, viz., 16 upper and 28 lower primary. Eight of the former and 18 of the latter owe their existence to private liberality. It is proposed to create two Government middle English scholarships for the Gurjats.

209. The Circle Inspector, Babu Bhoodeb Mookerjea, thinks that special encouragement and assistance should be given to the middle English schools, with the ultimate object of converting at least two of them (Dhenkanal and Baripada) into high schools. He is of opinion that English classes may be at once attached to the middle vernacular schools at Ungool and Banki. Such steps, if taken now, will in all likelihood help the growth of many of the lower into upper primaries, which latter are found to be weak. Possibly, in the present circumstances of the Gurjats, a fair trial may be given to the pupil-teacher system, "promising would-be teachers from the killahs being attached for some months to the stronger middle schools." The Inspector deplores the untimely death of the Maharajah of Maurbhanj, to whom the cause of education was much indebted. He was a man of public spirit and enlightened views, and regarded the education of his son as a matter of State concern.

210. LOWER PRIMARY SCHOLARSHIP EXAMINATION.—The following table shows the result of the lower primary scholarship examination in each division for boys ; 144 girls also passed the examination :—

Lower Primary Scholarship Examination, 1881-82.

DIVISION		NUMBER OF INSTITUTIONS SENDING EXAMINEES			NUMBER OF PUPILS ON THEIR ROLLS AT THE BEGINNING OF THE YEAR			NUMBER OF EXAMINEES				NUMBER PASSED			
		Government Institutions	Other Institutions	Total	Government Institutions	Other institutions	Total	Government Institutions	Other Institutions.	Stu Private dents	Total	Government Institutions	Other Institutions.	Stu Private dents	Total
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15
Presidency	Boys		681	681		37 128	37,128		2 082		2 082		808		808
Calcutta	Boys														
Burdwan	Boys		1 510	1 510		40 979	40 979		4,636		4 636		2 122		2 122
Rajshahye	Boys		463	463		12 766	12 766		1 092		1 092		414		414
Dacca	Boys	6	631	637	192	20 409	20 601	15	1 994		2,009	7	1,194		1 201
Chittagong	Boys	1	325	326	31	11 078	11 109	4	962	1	967	4	587	1	592
Patna	Boys		2 040	2 04		40 473	40 473		10 241		10 241		6 540		6 540
Bhagulpore	Boys		1 033	1 033		13 514	13 514		3 631		3 631		1,903		1 903
Chota Nagpore	Boys		356	356		11 292	11 292		963		963		537		537
Orissa	Boys		1 002	1 002		13 955	13 955		3 192		3 192		1,725		1,725
Orissa Tributary Mehals	Boys		148	148		3 337	3 337		369		369		145		145
	Total	7	8 189	8,196	223	204,931	205 154	19	29,162	1	29 182	11	15 975	1	15,987

In the previous year. 26,293 pupils competed from 7,887 schools, and 13,951 pupils passed. There is therefore an increase of 309 competing schools, of 2,889 candidates, and of 2,036 successful pupils. There has been a slight decrease in the number of successful candidates in the Burdwan division, but every other division has contributed its share to the increase, which is most marked in the Patna division.

211. The following comparative statement shows the gradual progress made since 1876 towards the standard of the lower primary scholarship examination, which may be accepted as that which the general body of primary schools may ultimately reach :—

Year	Competing schools	Candidates	Passed
1876 77 ...	3,110	11,462	5,246
1877-78	4,474	12,985	5,647
1878 79	6,053	16,910	7 965
1879 80 . .	7,620	24,163	11,354
1880-81	7,887	26,293	13,951
1881 82	8,283	29,368	16,131

It thus appears that one school in six of those coming under the primary system has reached the standard of the lower scholarship, and that out of an average of three or four candidates sent from each competing school, two passed.

212 In illustration of the foregoing paragraph, the questions set at the lower primary scholarship examination of the Purneah district are appended as a fair specimen of the rest —

LOWER PRIMARY SCHOLARSHIP EXAMINATION, 1881.

PURNEAH.

LANGUAGE

[This paper consisted of passages, words, phrases, couplets, proverbs, to be explained; bonds and letters to be written, and sentences to be corrected, together with dictation and hand-writing]

PRIMARY EDUCATION.

MENTAL ARITHMETIC.

1. What will be the price of two chattaks of ghee at the rate of Rs. 80 a maund?
2. How many rupees are there in 200 annas, and how many annas in 72 pice?
3. What is the price of 10½ seers of rice at 16 seers for the rupee?
4. A pole is 5 yards high. A snail climbs up it one yard during the day, and slips back half a yard during the night. In how many days will it reach the top?
5. Rohun purchased cotton at the rate of Rs. 20 a maund, and sold it to Mohun at the rate of Rs 21-2; what profit did he make in 10 maunds?
6. If you engage 10 men at 3½ annas per day, what amount will you have to pay at the end of five days, and how much will each receive?

MENSURATION.

1. How many feet make a yard, and how many inches a foot? What is the difference between a mile and a square mile?
2. What is the area of a field 10 yards long and 12 yards broad?
3. Define a square. If a square field is 40 yards long, what is its area?
4. How and by means of what are fields measured? Give the measures of your own province, with all their sub-divisions
5. What is the area of a field 50 yards long and 30 yards broad?
6. What do you understand by "area;" and if the area of a field is 120 square yards and the length 12 yards, what will its width be?

BAZAR ACCOUNTS.

1. If rice be purchased at the rate of Rs. 3-8 a maund, and sold at the rate of Rs 3-10, what will be the profit on 100 maunds?
2. If the price of oil be Rs 6-6 a maund, what will 100 maunds cost?
3. If the rent of 100 bighas be Rs 18, what will the rent of 20 bighas be?
4. How many seers make a maund, how many chattaks make a seer, how many paseris make a maund, and how many chattaks make a maund?
5. If a man buys 50 maunds of sugar at Rs 4 a maund, and wishes to get a profit of Rs. 12-8 on his purchase, at what rate per maund must he sell it?
6. A man purchased 150 bottles of wine for Rs. 200; what did he pay for each bottle? and if he wants a profit of Rs. 37-8 on his purchase, at what rate must he sell the wine per bottle?

EUROPEAN ARITHMETIC.

1. Mohun had 100 mangoes. He gave 50 to Rohun, and 20 went bad; how many had he left? and if he adds 50 to this number, how many will he have?
2. How will you express in figures one lac and fifty and three hundred and four? Write in words 59,406.
3. Multiply 5,864 by 9,876, and deduct 1,263 from the product.
4. Divide 67,645 by 25, and add 5,999 to the quotient.
5. Deduct 430 from 7,598, multiply the remainder by 345, and divide the product by 241.
6. If 40 men do a piece of work in 12 days, in how many days will 12 men do the same work?

213. The following revised rules for the award of lower primary scholarships have recently received the sanction of Government:—

1. These scholarships are open to candidates from all primary schools, whether aided or unaided; but no primary school will be permitted to send up candidates in the same year for both lower and upper primary scholarships.

2. Not more than one scholarship will be granted in any year to one school. No candidates above the age of 11 years will be eligible for a lower primary scholarship.

3 Lower primary scholarships will be awarded by the Magistrate, in consultation with the District Committee of Public Instruction, on the results of the examination held by the inspecting staff of each district at centres previously fixed. The scholarship will be of the value of Rs. 2 a month, and will be tenable for two years conditionally on the good conduct and satisfactory progress of the holder at any upper primary, middle vernacular, or middle English school. No scholarship shall be withdrawn from its holder for misconduct, or for any other cause, without the sanction of the District Magistrate

4 No examination fee will be charged to candidates for these scholarships.

5. No candidate will be permitted to compete who has not studided for at least one year in the school in which he is at the time of the examination.

6. A primary scholarship will carry with it the privilege of free tuition in Government and aided schools during the tenure of the scholarship.

7 The following will be the subjects of examination for primary scholarships —

	Marks
(1) Hand-writing	50
Reading of manuscript	50
Bodhodoy, reading and explanation	100
(2) Arithmetic up to the first four rules, simple and compound, according to the European method .. .	75
Subhankari	75
(3) Bazar accounts	50
Zemindari accounts	50
Simple mensuration	50
(5) Sanitary primer, reading and explanation	100
Total	600

8 In order to pass the primary scholarship examination, candidates must obtain one-fourth of the marks in each group of subjects and two-fifths of the aggregate marks.

VI.—EDUCATION OF EUROPEANS AND EURASIANS.

214. The following table shows the number of Government, aided, and unaided schools for the last two years, and the number of scholars in them. The Government expenditure in these schools in 1881-82 is also shown, but the corresponding figures for 1880-81 cannot be given except for Calcutta, as the returns for that year, which were drawn up in the forms prescribed by the Government of India, show no separation of expenditure between schools for European students and those of other races throughout the province. The total expenditure on each Calcutta school is given in the detailed tables below; but these figures are of little use for the purpose of comparison, since they include the cost of the maintenance of scholars in boarding schools. Steps will be taken to provide for a separate return of tuitional and boarding charges in future years.

	Number of schools		Number of pupils		Government expenditure 1881-82
	1880-81	1881-82	1880-81	1881-82	
					Rs
Government schools ..	1	1	33	41	8,594
Aided ,, ...	41	43	3,762	4,546	74,122
Unaided ,, .	10	9	1,116	1,030	
	52	53	4,911	5,617	82,716

Of the 5,617 pupils, 3,147 are boys and 2,470 are girls.

215. Of the 52 schools shown in the returns, in addition to the normal school of the Church of England Zenana Mission, which more properly falls under the head of female education, 31 are situated in Calcutta and its suburbs. The details of these schools are given in the following table. The method of classification adopted in this table, and in the corresponding one for mofussil schools, requires explanation. Hitherto these schools have been arranged under the same heads of classification as native schools; and as English is not taught in any primary schools for natives, all European schools teaching to a standard below that of the Entrance examination have been counted as middle English schools. The schools have now been divided into primary, middle, and high schools, in accordance with the rules proposed by the Committee of Enquiry on European Education. The course in primary schools is to occupy four years, in middle schools seven years, and in high schools nine years. Again, no distinction is now made between boys' schools and girls' schools. With the exception of high schools, very few European schools contain either boys or girls exclusively; and even when

EDUCATION OF EUROPEANS AND EURASIANS.

the two sexes read in separate departments, the expenditure on the two departments is not separately shown.

European and Eurasian Schools in Calcutta.

	Names of Schools.	Management	Pupils. 1880-81. Boys.	Pupils. 1880-81. Girls.	Pupils. 1881-82. Boys.	Pupils. 1881-82. Girls.	Monthly Government grant, 1881-82.	Monthly Schooling fees, 1881-82.	Actual Receipts from Government 1880-81.	Actual Receipts from Government 1881-82.	Total Expenditure 1880-81.	Total Expenditure 1881-82.
	Aided Schools.						Rs. A. P.	Rs. Rs	Rs	Rs.	Rs.	Rs
	Special Instruction.											
1	Church Mission Normal	Protestant	.....	11	..	11	160 0 0	.	1,920	1,920	6,813	3,656
	High Schools.											
1	St. James's	Protestant	114	...	123	...	200 0 0	4 to 6	2,000	2,400	25,684	27,321
2	Free School	Ditto	241	137	251	131	894 5 4	Free(*a*)	10,732	10,732	25,703	24,207
3	St Xavier's	Roman Catholic	402	...	435	...	200 0 0	4 to 8	...	600		30,720
4	St. Chrysostom's	Ditto	127		98	... ..	75 0 0	1 to 4	900	900	4,440	4,440
5	St. Joseph's	Ditto	344		354	...	Results	3 to 5(*b*)	2,400	2,870	11,256	12,256
6	Calcutta Girls'	Protestant	..	147	.....	134	200 0 0	3 to 5	2,400	2,400	17,104	17,437
	Total		1 228	284	1,260	265	..		18.412	19,902	84,186	1,31,581
	Middle Schools											
1	Calcutta Boys'	Protestant	49	.....	55	... .	Results	3 to 5	205	543	2.207	2 846
2	Catholic Male Orphanage	Roman Catholic	220		232		200 0 0	Free	2,400	2,400	5,316	5,316
3	St. Mary's	Ditto	33	69	20	50	Results	2 to 6	600	895	5 22	6,042
4	Row Bazar Loretto	Ditto	11	243	12	240	,,	2 to 4	1,800	1,800	6,080	5,086
5	Dhurrumtollah do.	Ditto	52	130	30	104	,,	,, (*b*)	437	875	3,103	4,164
	Total		367	433	349	434	.... .		5,442	6,513	21,935	23,454
	Primary Schools											
1	St Stephen's	Protestant	22	23	31	29	Results	1 to 3	671	689	2 007	1,981
2	Old Church Day	Ditto	48	40	60	40	,,	1¼ to 3	880	920	3,024	3,378
3	Benevolent Institution	Ditto	130	124	112	105	284 0 0	Free	3,408	3,4 8	5,208	5,719
4	St. John's Parochial	Ditto	20	20	34	19	Results	1 to 2	600	620	1,998	1,582
5	St. Paul's	Ditto	32	78	41	88	,,	1 to 1¼	600	820	2,200	2,514
6	St. James's Elementary	Ditto	23	39	38	43	,,	0¼ to 2	. ..	517	802	1,056
7	European Female Orphan Asylum	Ditto	..	57	..	67	200 0 0	Free	(*c*)2,400	2,400	13,612	13 782
8	Old Church Parochial Home	Ditto		23		18	,,	,,	807	780	2,687	2,838
9	St Teresa's	Roman Catholic	.....		50	..	Results	2 to 5(*b*)	..	292	...	425
10	St John's Chapel	Ditto	8	31	14	89	,,	3	191	616	731	2,716
11	Entally Orphanage	Ditto	10	214	15	236	250 0 0	Free	3,000	3,000	7,104	7,104
12	St Martha's	Ditto		.	1	10	Capitation	,,	.. ..	22		800
	Total		300	649	396	703		..	12,617	14,084	39,701	43,395
	Total for Aided Schools		1,895	1,377	2,005	1,413	.....		38,411	42,419	1,52,635	1,92,086
	Unaided Schools											
	High Schools											
1	Doveton	Protestant	237	.. .	259	..	.....	3 to 10	... ..	. ..	47,445	37,940
2	La Martiniere	Ditto		.....	158			.. .	.			.
3	Mr. Vallis's Preparatory	Roman Catholic	60	30	68	32					... .	
4	Loretto House	Ditto	4	138	7	124	.. .	6 to 12	..	..	..	
5	Doveton Institution for Young Ladies	Protestant	.....	134	.	154	... .	4 to 10	... .	.. .	18,800	26,475
6	La Martiniere for Girls	Ditto				67		... ..	.	..		
	Total		301	302	492	377	..		..		.	.
	Middle Schools.											
1	Pratt Memorial	Protestant	.....	45	1	54	.. ...	...			8,600	8,976
2	Campbell Cottage		. ..	11	8	12	.....	... .				..
	Miss Moran's		6	13	.. ..		..	.. ..			.	
	Total		17	71	9	66	... ..		.. .			
	Total for Unaided Schools		318	373	501	443		.. .	.....		. ..	..
	Grand total for Calcutta Schools		2,213	1,750	2,506	1,856	.....		.....	..	..	.....

Remarks —(*a*) A certain number of paying pupils are admitted at Rs. 3 a head.
(*b*) Has also a free department
(*c*) Has a military grant of Rs 400 a month.

216. There is no change in the tabulated number of aided high schools, St. Xavier's having taken the place of the Doveton School. St. Xavier's received a grant of Rs. 200 from the 1st January 1882, in accordance with a decision adopted by Government to place the three leading high schools of Calcutta, namely, St. Xavier's, the Doveton, and St. James,' on a similar footing of aid. The Doveton School had for some years past received a grant of about Rs. 150 a month, in part payment of the fees of 50 poor pupils, and has accordingly been all along returned as an aided school. From the beginning of 1882 this grant was replaced by a grant-in-aid of Rs. 200 a month, payable under certain conditions which were not actually fulfilled until after the close of the year, when the grant was first drawn. On a representation by the Committee that the grant previously sanctioned was really a grant

to the pupils and not to the school, Government acceded to their request that both grants should for the time be continued. The latter grant was therefore drawn throughout the year, but as it was declared to be a grant to the pupils and not to the school, and as the new grant-in-aid was not actually drawn until after the close of the year, it happens that the Doveton School, though in the receipt of aid from Government in two forms, is returned for the year as an unaided school. St. Joseph's appears for the last time as a high school; no new scholars have been admitted to the Entrance class this year, and the class will cease to exist after the next examination. The school has already been treated as a middle school by being placed under the payment-by-results system described below. The unaided Calcutta High School has ceased to exist, owing to the death of the proprietor, Mr. Roberts. Among primary schools, the Baptist Mission School has ceased to exist; St. Teresa's received a grant during the year; St. James's Elementary School was included among aided schools last year, though no grant was actually drawn; and St. Martha's Free School is now returned as a separate school; it received aid previously as a department of St. Mary's.

217. In May 1881 the introduction of a system of payment-by-results was sanctioned. The principle of this system is described in the following extract from this office letter No. 2797, dated the 15th April 1881:—

"I propose, then, to aid those middle and lower schools in Calcutta in which fees are levied, on the combined principles of attendance and progress; the weight assigned to the former over the latter in the distribution of the allotment being for the present fixed roughly as four to one.

"The larger grants, those given for attendance, will vary slightly month by month, each month's grant being determined by the attendance of the scholars. The smaller or progress grants will remain fixed for the year; the amount of the monthly grants being determined at the outset by the results of the annual examination held at the close of the preceding year, and in subsequent years by the results of the two annual examinations next preceding. In this way the fluctuations in the grants will be reduced within the narrowest limits consistent with the principles of a payment-by results system, and poor schools will be guarded, as far as possible, from the effects of unforeseen and unavoidable failures in any particular year.

"The monthly grants will be calculated at the undermentioned rates:—

"*A*.—For every scholar attending 60 per cent. of the school meetings in any month—

	Rs.	A.	P.
(*a*)—In the first fifty scholars	1	4	0
(*b*)—In the second fifty	1	0	0
(*c*)—In the third fifty	0	12	0
(*d*)—In the fourth fifty	0	8	0
(*e*)—In excess of two hundred	0	4	0

Up to a limit of Rs. 200 a month.

"*B*.—For every scholar passing in standard IV, V, or VI of the Standards of Examination (copy appended)—

	Rs.	A.	P.
(*a*) For each pass in reading, writing, or arithmetic	0	8	0
(*b*) For each pass in grammar, geography, or history	1	0	0
(*c*) For each pass, if all the six subjects are passed in the same standard	1	0	0

"Provided that—

(*a*) no grants will be given under the foregoing article for any scholar who passes in only one subject in any standard;

(*b*) no scholar will be examined in grammar, geography, or history, who has not passed in two at least of the other three subjects (reading, writing, and arithmetic) in the same or a higher standard;

(*c*) no scholars may be presented a second time for examination—

(1) under a lower standard;

(2) under the same standard, unless the first time they have passed in only one subject in that standard."

STANDARDS OF EXAMINATION.

	Standard I		Standard II.	Standard III	Standard IV	Standard V	Standard VI
	a	*b.*					
Reading ...	To pronounce correctly the letters of the alphabet and common words of one syllable	To read a short paragraph from a book not confined to words of one syllable To recite ten lines of simple poetry.	To read with intelligence a short paragraph from an elementary reading book To recite 20 lines of poetry	To read with intelligence a passage from a more advanced reading book. To recite 40 lines of poetry.	To read with intelligence a few lines of prose or poetry selected by the Inspector To recite 60 lines of poetry.	Improved reading and recitation of 80 lines of poetry, means and allusions to be known	Reading with fluency and expression, and recitation of 100 lines of poetry.
Writing . .	To write the letters of the alphabet, capital and small, printed and manuscript, dictation of common words of one syllable.	To copy in manuscript characters a line of print, and write from dictation a few common words.	A sentence from the same book slowly read once and then dictated. Copy-books to be shewn (large or half-text)	A sentence slowly dictated once from the same book Copy-books to be shewn (small hand, capital letters, and figures)	Eight lines slowly dictated once from a reading book Copy-books to be shewn (improved small hand).	Writing from memory the substance of a short story read out twice, spelling, grammar, and hand-writing to be considered.	A short theme or letter; the composition, spelling, grammar, and hand-writing to be considered.
Arithmetic	To form figures correctly, easy addition tables	Simple addition and subtraction of numbers of not more than four figures, and multiplication table up to 6 × 12. Notation and numeration up to six figures	The four simple rules to short division inclusive, multiplication table up to 12 × 12, notation and numeration	Long division and compound addition (money, English and Indian).	Compound rules and reduction (common weights and measures, English and Indian) *	Proportion (simple), practice, bills of parcels.	Vulgar fractions, proportion, simple and compound; decimal fractions.
Grammar .	.. ..	.. ..	To point out the nouns in the passages read or written.	To point out the nouns, verbs, and adjectives	Parsing of a simple sentence To point out subject and predicate.	Parsing, with analysis of a simple sentence.	Parsing and analysis of a short complex sentence.
Geography .		....	Definitions, points of the compass, form and motions of the earth	Outlines of the geography of of India.	Outlines of the geography of Asia. General knowledge of map of England	Outlines of the geography of Europe Special knowledge of maps of Great Britain and Ireland.	Outlines of the geography of the world Special knowledge of map of India
History .	.. .	. .. .	.. ..	...	Outlines of History of England up to accession of Henry VII.	Outlines of History of England up to Queen Victoria.	Easy History of India.

* The "weights and measures" taught should be only such as are likely to be of practical use, such as—

English—Avoirdupois Weight, Long Measure, Liquid Measure, Square and Cubical Measures, Money Table, Time Table
Indian—Bazar Weight, Cloth Measure, Long Measures, Land Measure, Square and Cubic Measures, Money Table Days of Weeks and Months of Year

EDUCATION OF EUROPEANS AND EURASIANS.

218. The examination was at the outset restricted to the three highest standards for two reasons. In the first place it was supposed that, the scholars being quite unused to examination by strangers, it would be impossible to obtain a satisfactory estimate of the progress of the younger children until their shyness had been overcome by gradually habituating them to the mode of examination; in the second place, the managers of schools all wished the examination to be held about the end of the school year, *i.e.* in November and December, and this did not allow the Inspector sufficient time to examine all the classes. The latter difficulty will be overcome in future by making the commencement of the school year of each school depend upon the date of the examination. The former difficulty seems to have been exaggerated, for at examinations held this year the elder children appeared more nervous than the younger ones, especially in girls' schools.

219. A preliminary examination of the schools had been held in 1880, and from the result of it an estimate was formed of the probable earnings of each school. The schools were again examined in November and December 1881; and from the 1st January 1882 the grants have been determined by the results of that examination and by the number of children in attendance. The following table gives both the estimated and the actual grants to each school, the grant for attendance being taken on an average of six months. The grants which the schools received before the introduction of the present system are also shown for the purpose of comparison:—

Schools	Grants before the introduction of the payment-by-results system	Estimated Grants			Actual Grants		
		Attendance	Examination	Total	Attendance	Examination	Total
	Rs	Rs	Rs	Rs	Rs	Rs	Rs
St Joseph's	200	186	50	236	141+100*	126	367
St Stephen's	About 55	36	6	42	53	16	69
Old Church Day	70	80	16	96	95	21 8	116-8
St Mary's	75	101	25	126	80+ 11†	100-8	191 8
St John's	50	33	5	38	45	15	60
St Paul's	75	100	25	125	106	23	129
St James's Elementary	50				73	17	90
St John's Chapel	50	33	5	38	70	14	84
Calcutta Boys	50	50	12	62	72	38-8	110 8
Bow Bazar Loretto	150	169	40	209	90+100*	68-8	258-8
Dhurrumtollah Loretto	75	126	36	162	151	81	232
St Teresa's	50				51 8	15-8	67
Total excluding St James's and St Teresa's	850	914	220	1,134	1 114	504	1 618

* Capitation grant of Re 1 for each scholar in the free department up to a limit of Rs 100
† Ditto ditto given to St Martha's, included in the estimate as a department of St Mary's

220. The attendance grant is, in every case but one (St. Mary's), larger than was expected. At St. Joseph's school and the Bow Bazar Loretto, this is due to the separation of the free department from the pay department, the former receiving a capitation grant In the other cases it is due to an increase in the number of scholars. The grants for examination are also considerably greater than was anticipated, St. Paul's being the only school that received less than the estimate. The difference is greatest in the case of the four middle schools, in each of which three classes were examined, while in the primary schools only one class was examined. The total grants, therefore, for 1882 are much higher than was estimated, if not higher than is necessary for the efficient maintenance of the schools.

221. In July 1882 the Draft Code of rules for the regulation of European education was submitted to the Government of India, containing a schedule of standards of examination different from those given above. Although the Code has not yet been finally accepted, it was considered desirable to prepare the Calcutta schools, as far as possible, for its introduction next year. For this purpose all the schools that were examined last year, and all the free schools, were examined in August, September, and October 1882, with a view to the classification of the scholars according to the new standards. All the classes were examined in reading, writing, arithmetic, and English, and the middle departments of boys' schools in mathematics also, these subjects being defined as in the Draft Code. As the new standards were not circulated till August, the schools had no opportunity of working up to them, and the result of the examinations cannot be taken as a test of the relative merits of the schools. For this reason the grants for 1883 cannot fairly be made to depend upon the

EDUCATION OF EUROPEANS AND EURASIANS.

examinations, and a temporary reversion to the system of fixed grants has been made; the amount of these provisional grants being generally a mean between the old grants and the new grants of 1882. The result of the examination of each scholar in each subject has been recorded in a book kept by the Inspector, and a "scholar's register" in the form prescribed in the Code has been issued for each child examined. These registers show in what standards the children must be presented for examination next year.

222. The following table shows the classification of the scholars, according to the seven standards of the Code, both before and after the examination, *i.e.* at the end of the school-year 1881-82 and at the beginning of the school-year 1882-83 :—

Schools.	I.		II.		III.		IV.		V.		VI.		VII		Passed standard VII.
	Before examination.	After examination.	Before examination	After examination.	Before examination	After examination.	Before examination.	After examination.	Before examination.	After examination.	Before examination	After examination.	Before examination.	After examination.	
High Schools.															
Free Scho l, Boys' Department ...	19	1	25	19	38	32	42	34	41	50	21	41	20	29	
St Joseph's	38	1	38	52	45	42	38	44	25	28	10	21		6	
Total of 400 scholars ...	57	2	63	71	83	74	80	78	66	78	31	62	20	35	
Middle Schools.															
Calcutta Boys'	19	5	10	15	19	15	6	16	7	7		3	...	...	...
Do Male Orphanage ...	35	8	46	45	29	37	19	30	10	14	9	9		5	...
St Mary's	10	..	7	11	4	8	7	6	4	7	4	2		2	
Bow Bazar Loretto	32	8	25	37	23	28	22	19	6	13	10	6	3	7	3
Dhurrumtollah Loretto ..	23	10	35	26	15	30	15	19	7	7	6	9	9	8	1
Free School, Girls' Department ..	37	1	26	36	15	27	13	15	16	13	4	15		4	
Total of 587 scholars ...	156	32	149	170	105	145	82	105	50	61	33	44	12	26	4
Primary Schools.															
St Stephen's	8	1	6	8	8	9	7	8		3	...	.	.		...
Old Church Day . ..	21	2	12	19	9	12	4	9	..	4		...	...		.
Benevolent Institution, Boys' Department	9	3	11	7	14	15	6	10	...	5	...		...		..
Benevolent Institution, Girls' Department .	7	4	5	6	7	8	5	5		1	...	...	...	...	...
St John's Parochial ..	6	5	6	6	7	4	7	7		4		...	...	...	
St Paul's ...	25	13	11	17	18	17	14	14		7	...	...		...	
St James's Elementary ..	21	3	12	21	9	12	4	6	...	4	...	...	..	..	..
Old Church Parochial Home .	..	...	9	2		7	5	3		2	...				..
St Teresa's ..	3	1	9	3	..	8	3	2		1					...
St John's Chapel	12	1	8	16		3	7	2	..	5				.	..
Entally Orphanage	49	8	25	45	16	27	10	10		10		.	..	..	..
Total of 435 scholars ..	161	41	114	150	88	122	72	76	.	46		...	.	..	
Grand total of 1,422 scholars	374	75	326	391	276	341	234	259	116	185	64	106	32	61	4

Some of the primary schools will be returned next year as middle schools, classes having been opened for those scholars who have passed standard IV, the upper limit of the primary department. In most cases the managers have been advised not to open a middle department.

223. The percentage of passes in each standard is given in the following statement:—

Subject.		I	II	III	IV	V	VI	VII	Total.
Elementary subjects	Reading	86	83	69	78	84	57	13	77 4
	Writing	76	62	46	50	50	59	55	58 9
	Arithmetic	71	59	53	45	53	49	6	56·1
Class subjects	English	87	49	44	34	41	52	8	54 6
	Mathematics	... ..	..		... .	26	74	5	41·8
The three elementary subjects taken together		78	68	56	57	62	55	25	64 1

Most of the children were very deficient in grammar, which is included under English in all standards except the first. This is due partly, no doubt, to the difference between the new and the old standards, but mainly to defects in teaching. The comparatively poor results in the two highest standards are in a great measure due to the fact that the schools did not receive the new standards in time to prepare for the examination.

224. The schools that showed the best results were the girls' department of the Calcutta Free School, under Miss Nazar, the Old Church Day School, under Mr. Edwards, and St. James's Elementary School, under Mrs. Mackenzie.

The last school deserves special mention, since the four classes examined were all taught by one teacher.

225. The following table shows the attendance and expenditure of the 21 schools outside Calcutta. These schools have not yet been generally examined, nor their pupils classified, by the new standards:—

European and Eurasian Schools outside Calcutta.

Number	Names of Schools.	Management.	Pupils. 1880-81. Boys.	Pupils. 1880-81. Girls.	Pupils. 1881-82. Boys.	Pupils. 1881-82. Girls.	Monthly Government grant, 1881-82.	Monthly schooling fees, 1881-82.	Actual receipts from Government. 1880-81.	Actual receipts from Government. 1881-82.	Total Expenditure. 1880-81.	Total Expenditure. 1881-82.
	Government (*Middle*).						Rs. A. P	Rs. Rs.	Rs.	Rs.	Rs.	Rs.
1	Kurseong Boarding	Protestant .	33		28	13	.....	10 to 20	4,670	8,594	11,308	14,601
	Aided Schools.											
	High Schools.											
1	St. Paul's, Darjeeling ...	Protestant .	107	... ..	134	.....	400 0 0	.... (*a*)	.....	5,050	...	42,752
2	St. Joseph's Seminary, Darjeeling	Roman Catholic ..	32	.....	51	.....	Capitation	20 to 35	700	1,750	11,277	16,597
3	Protestant European, Cuttack	Protestant ..	27	.....	29	17	100 0 0	5 to 10	.....	740	... ..	4,742
	Total ...	.....	166	.....	214	17	.....	...	.	7,540	.....	64,091
	Middle Schools.											
1	East Indian Railway, Jamalpore.	Protestant ...	65	43	86	38	185 0 0	1 to 4	2,957	2,845(*b*)	11,762	11,040
2	East Indian Railway, Assensole	Ditto	23	17	28	17	... .	....	792	792	2,706	2,951
3	Ditto ditto Buxar	D tto ...	70		14	30	89 0 0	1 to 2	.....	1,056	.....	3,544
4	St. Thomas's, Howrah	Ditto	21	20	33	29	88 9 4	2 to 4	1,264	1,083	2,862	2,861
5	St. Agnes', ditto	Roman Catholic	80		30	61	Capitation	2 to 6	.....	916	.....	5,431
6	Roman Catholic, Cuttack	Ditto ditto ...	13	...	67	... .	50 0 0	As. 4(*c*)	.. ..	500	.....	1,802
7	Convent, Cuttack	Protestant ...	.....	62	.....	85	84 0 0	.... (*d*)	.	840	.	4,216
8	Darjeeling Girls'	Ditto	.....	22	..	60	200 0 0	.. (*e*)	2,400	10,500(*f*)	..	25,055
9	Convent, Darjeeling	Roman Catholic ..	.....	.....	36	101	200 0 0	20 to 35	.....	1,904	... .	20,586
10	Eurasian, Ducca	Protestant ...	42		30	13	150 0 0	1 to 6	933	805	1,931	1,813
	Total ...	..	478		330	434	.....	.....	.....	21,301	.....	79,298
	Primary Schools.											
1	East Indian Railway, Raneegunge.	Protestant ...	7	10	7	6	24 0 0	2-8 to 3-8	288	288	1,135	1,096
2	East Indian Railway, Rampore Hat.	Ditto ...	4	7	3	6	30 0 0	.....	360	360	1,019	1,086
3	East Indian Railway, Khagaul	Ditto ...	21		17	17	50 0 0	..	...	433	.....	1,478
4	Bishop Milman's, Howrah	Ditto ...	32	18	21	11	30 0 0	As. 3 to As. 9	360	360	1,388	1,226
5	Christian, Chinsurah	Ditto ..	4	9	4	9	50 0 0	As. 8 to Re. 1	627	600	648	1,220
6	Christian Girls', Cuttack ..	Ditto .		43	15	17	64 0 0	Free.	.....	768	.....	1,696
	Total ...	... .	155		67	66	..	..	.....	2,809	.....	7,893
	Unaided School (*Middle*).											
1	Convent, Bankipore	.	106		2	84	.	.. ..	.....	.....	.....	.....
	Grand Total ..	.....	938		641	614	..	.....	.....	40,244		1,65,792

(*a*) Rs. 25 for boarders and Rs. 10 for day-scholars.
(*b*) Of this sum, Rs 625 is the boarding grant at Rs 2-8 per head for each boarder.
(*c*) Fees are merely nominal; the majority of students are unable to pay even 4 annas a month.
(*d*) Fees are paid according to the means of the parents or guardians of students.
(*e*) Rs. 30 for boarders; Rs. 10 for day-scholars.
(*f*) Including a building grant of Rs. 8,100.

The grant to the Convent School at Darjeeling was sanctioned in 1880-81, but was not drawn till after the end of the year. St. Agnes's School at Howrah was aided in the previous year, but was omitted from the returns.

226. *Burdwan Division.*—The returns show seven aided schools in this division. St. Thomas' at Howrah is a middle school with separate departments for boys and girls. Bishop Milman's, also at Howrah, is a mixed primary school. Assensole is a middle school with two departments. Raneegunge and Rampore Hat are both mixed primary schools. All these are under the management of the East India Railway Company. St. Agnes's at Howrah, under the management of the Daughters of the Cross, is a middle school for girls, but there are a few boys in the infant department. The school at Chinsurah has, besides the Government grant of Rs. 50, an equal income from a fund said to have been created by the Dutch East India Company. It is a small mixed primary school. The Convent School at Assensole also receives aid, but it has not been included in the returns of the past year.

227. *Patna Division.*—Three schools are shown in the returns. Khagaul is a mixed primary school Buxar is a middle school containing two departments. Both of these receive aid from the East Indian Railway Company. Gulzarbagh, in Patna City, was a very small primary school; it was closed in 1880-81,

EDUCATION OF EUROPEANS AND EURASIANS

re-opened, and after struggling for a few months was again closed at the end of 1881. St. Joseph's Convent at Bankipore is an unaided middle school for girls It contains a free department, as well as a pay department for boarders and day-scholars. A grant has been sanctioned since the close of the year. In the last report it was stated that the Kurji Priory school contained only native Christians, but at a recent inspection the majority of the scholars were found to be Europeans or Eurasians This school also has applied for a grant

228. *Bhagulpore Division.*—The only European school in the returns of this division is that for the children of employés in the East Indian Railway workshops at Jamalpore. There are separate departments for boys and girls, each reading up to the middle standard. In addition to the fixed monthly grant of Rs. 185, there is a capitation grant of Rs 2-8 for each boarder. Boys only were received as boarders until the close of the year, but since that time a boarding establishment for girls has been added. The number of boarders is, however, very small. There is also a night school for apprentices in the workshops; attendance at this school is compulsory.

Another school was opened at Sahebgunge in the beginning of 1882; a grant of Rs. 30 was tanctioned from the 1st June, but it was afterwards allowed to draw the grant from the 1st February. This also is a railway school, and ranks as a mixed primary school. It is not shown in the returns.

229. *Chota Nagpore Division* —The Loretto Convent School at Hazaribagh is the only European school in the division. It is unaided, and has not submitted any returns.

230. *Orissa Division.*—In this division there were four schools on the 31st March, all situated at Cuttack The Cuttack European school is a high school for boys; it receives a capitation grant. A girls' department has recently been added to the school. The Roman Catholic middle school for boys can scarcely be called a European school, as it contains a large number of natives, and only 11 Europeans or Eurasians The Convent school is a middle school for girls; it is not confined to Europeans and Eurasians. The Christian girls' school is a primary school.

231. *Dacca Division* —Mr Vyse's middle school at Dacca is the only one in the division. It is a mixed school for boys and girls The average daily attendance has increased from 23 to 27, and the average monthly roll number from 31 to 41.

232. *Rajshahye Division.*—There are five schools in this division.

(1) The Kurseong Government Boarding School.—The roll number was 41 (28 boys and 13 girls), against 33 (21 boys and 12 girls) in the previous year. The monthly average attendance was 36 5. The amount of fees paid into the treasury during the year was Rs 6,768, and the total expenditure Rs. 12,417, leaving a balance of Rs 5,649 paid by Government, at the rate of Rs. 471 a month. This, with an average yearly attendance of 38 pupils, makes a little over Rs. 12-8 a month paid for each pupil. The full fee for schooling and board is Rs. 20 a month. For the children of Government servants, the fee varies from Rs. 10 to Rs 20 according to the father's income; incomes of Rs. 300 a month and upwards being charged at full rates. An examination was held in November 1881 by Mr. Stack, the late Officiating Inspector of Schools, who reported that he was well satisfied with the result. New dormitories for 80 boarders were commenced in October 1881, and are now completed. A supply of water in connection with the school premises is badly needed. "A very fine perennial spring above the school," the head-master writes, "could, at a small cost, be conducted down in pipes to meet all the requirements of the school. At the present time the water has to be carried from a distance." The head-master advocates the starting of a bakery in connection with the school, which would result in a great saving, since the present consumption of bread is no less than 1,400lb monthly.

(2). St. Paul's School, Darjeeling (high class, aided) —Roll number, 134 against 107 in the previous year; average number of pupils monthly, 115; cost of each pupil to Government, Rs 3-7-8 a month against Rs. 4-15 in 1880-81. The total income amounted to Rs. 45,890 (from Government Rs. 4,800, special grant for gymnasium Rs. 250, income from endowment Rs. 6,000, fees Rs. 34,840), and the expenditure was Rs. 42,752, which left a balance of Rs. 3,138 towards liquidating the school debt. The result of the Entrance examination was very good. Ten boys were sent up; eight passed, two in the

first, four in the second, and two in the third division. One boy gained a junior scholarship of the second grade. The school ranks as a second class college; six boys are reading in the first year and three in the second-year class, these three are preparing for the next First Arts examination. One of the boys who passed the Entrance examination of 1880 went to the Edinburgh University. He passed his preliminary examination with distinction in French and with credit in Logic, and the latest accounts say that he is doing well. Two other pupils went to London, and have passed the preliminary examination for Sandhurst. Rapid advance has been made in the preparation of a cricket-ground, which will prove a great gain to the school The Cadet corps was regularly drilled, and showed well on the Queen's Birthday Parade. Of the present state of the school the Rector reports: "The standard of work in all the classes has been very considerably raised." * * * "I have never had a year when boys have displayed more energy and ardour in their work." The Bishop of Calcutta has sanctioned and advanced the money for a temporary chapel, which will cost about Rs 2,000. Since the close of the year the number of pupils has increased to 140.

(3). St. Joseph's Seminary (high class, aided)—The number on the rolls on the 31st March 1882 was 51, the average monthly attendance during the year was 43. The income from Government amounted to Rs. 1,750, and the total income was Rs. 16,595. Each pupil cost Government an average of Rs. 3 6 monthly. The school enjoys a capitation grant of Rs. 4 a month for each boarder, and Rs 2 for each day-scholar in regular attendance during the month, up to a limit of Rs. 200 a month The success of the school at the Entrance examination was very satisfactory. Three boys appeared and all passed, two in the first and the other in the second division. One of the first division boys stood fifth of all the candidates, and gained a first grade scholarship, and the second boy was awarded a scholarship of the second grade. The school accommodation is at present rather limited, so that only a small number of boys can be admitted as boarders. A new wing is to be added to the present building, and Government has sanctioned a grant of Rs. 7,500 towards its cost.

(4) The Darjeeling Girls' School (middle class, aided).—There were on the 31st March last 60 pupils, against 26 on the same date of the previous year. The average daily attendance was 34, the monthly average was 29. The sanctioned annual grant is Rs. 2,400. The fee collections amounted to Rs. 13,531. The increasing popularity and success of this school rendered it necessary to make large additions to the accommodation. New premises were bought and greatly enlarged and improved, at a total cost of about Rs. 33,000, towards which Government contributed a grant of Rs. 7,500 in addition to a site. Further extensions are to be made, after which there will be accommodation for 140 children.

(5). The Darjeeling Convent School (middle class, aided).—This well known and successful school had a roll number of 137, of which 36 were little boys. The monthly average was 130, and the daily attendance the same. The total cost came to Rs. 20,584, towards which sum Government contributed Rs. 1,904. The school has applied for a building grant to meet the cost of extensive alterations and additions.

(6). Since the close of the year a primary school has been opened at Saidpur on the Northern Bengal State Railway, with a monthly grant of Rs. 25.

233. The following table gives more detailed statistics about the schools aided by the East Indian Railway Company. The Sahebgunge school is not included, as no grant was drawn last year:—

		Company's grant monthly	Average fees monthly	Government grant monthly	Other receipts monthly	Average receipts monthly	Pupils in the school
		Rs	Rs	Rs	Rs	Rs	
Howrah	St Thomas' School	30	99	83	25	237	62
	Bishop Milman's School	30	12	30	30	102	32
Ranigange	school	25	37	24	5	91	13
Asansole	.. .	65	128	66	...	259	45
Rampore Hat	..	30	22	30	8	90	9
Jamalpore	.. (Boarding) .	130	538	237	14	919	124
Dinapore	..	50	37	36	...	123	34
Buxar	.. . .	80	127	88		295	44
	Total ..	440	1,000	594	82	2 116	383

EDUCATION OF EUROPEANS AND EURASIANS.

234. ENTRANCE EXAMINATION.—The success of the European schools at the Entrance examination is shown below. St. Joseph's, Darjeeling, sent up candidates for the first time last year, and was very successful. The Doveton, St. Paul's, and La Martiniere also did well:—

Number	Names of Schools	Number of Candidates		First Division		Second Division		Third Division		Total		Scholarships gained		Remarks
		1880-81	1881-82	1880-81	1881-82	1880-81	1881-82	1880-81	1881-82	1880-81	1881-82	1880-81	1881-82	
1	St Xavier's	28	30	11	3	12	13	2	3	25	19	2		
2	Doveton	15	17	6	6	5	7		2	11	15		(a) 1	(a) Second grade
3	La Martiniere	10	6	2		3	5			5	5			
4	St James's	2	6		1		2		1		4		(a) 1	(a) Second grade
5	St Joseph's	5	8			1	1			1	1			
6	St Chrysostom's	1												
7	Free School	2	4						1		1			
8	Calcutta High School	2				1		1		2				
9	St Joseph's, Darjeeling		3		2		1				3		(b) 2	(b) One first grade and one second grade
10	St Paul's, Darjeeling	6	11	2	2	2	4		2	4	8	(a) 1	(a) 1	(a) Second grade
	Total	71	85	21	14	24	33	3	9	48	56	3	5	

VII.—FEMALE EDUCATION.

FEMALE EDUCATION

235. The following statement compares the statistics of female education for two years:—

	1880-81		1881-82	
	Schools	Pupils	Schools	Pupils
Government schools	2	307	2	299
Aided ,, ...	731	15,849	963	17,996
Private ,, ...	107	3,607	77	2,723
	840	19 963	1,042	21,018
Girls in boys' schools	...	13,455	..	23,078
		33,218		44,096

About 600 of the pupils in girls' schools were little boys. The Government schools have lost eight pupils, while aided schools have gained 2,147 pupils. Private schools show a considerable decrease. The largest increase is found in the number of girls attending boys' schools, which now actually exceeds by 2,060 the total number of girls reading in schools specially intended for them.

236. The Government Bethune School has now 106 pupils. Of these, six are matriculated students of the University, three of whom are preparing for the B A. and three for the F A. Examination. One of them has taken up Latin, one Persian, and one Sanskrit, as a second language. Out of 100 pupils in the school department, 58 are reading English and seven a classical language. The College Department cost Government Rs. 3,000, in addition to which Rs. 116 were paid as fees. To the school department a grant of Rs 1,000 is made, besides which a further sum of Rs 3,488 was received in fees

Miss D'Abreu, who passed the F.A. Examination, and Miss Abala Das, who passed the Entrance Examination, in December 1881, both with first grade scholarships, have joined the Madras Medical College, where provision exists for the superior instruction of women in medicine An application had previously been made to the Council of the Medical College in Calcutta for the admission of the young ladies to that institution, to study the ordinary course presented for the degree; but it met with such determined opposition from the Professor of the College, though warmly supported by the Officiating Principal and subsequently by the Principal, that the proposal was for the time dropped. It may be predicted with confidence that this is one of those movements which no amount of opposition will finally succeed in overcoming.

237. The second of the two Government schools is the Eden School at Dacca, established in 1878 Its roll number was 199, against 198 in the preceding year. It passed three candidates in 1881 by the middle English scholarship standard, and 11 by the lower primary standard. The expenditure of the school was Rs 5,817, of which Government paid Rs. 4,928 and fee-receipts amounted to Rs. 889.

238. The following brief account of those young ladies who have taken the lead in the higher education of women in Bengal will be of interest:—Chandra Mukhi Bose and Kadambini Bose, after passing the First Arts Examination, are

completing their studies for the B.A. degree at the Bethune School. Ellen D'Abreu has joined the Madras School of Medicine with a first grade senior scholarship. The Bethune School sent up three candidates to the Entrance Examination, two of whom, Abala Das and Kumadini Kastagiri, were successful, both passing in the second division. They were granted junior scholarships of Rs. 20 and Rs. 15 respectively. Abala Das has since joined the Madras Medical College; the other is reading for the First Arts Examination. Lilian H. Smith, educated privately by Miss Arakiel at Berhampore, and Nirmalabala Mookerjea, of the Free Church Normal School, were also successful at the Entrance Examination, and gained respectively junior scholarships of Rs. 15 and Rs. 10 a month; they are now reading for the First Arts Examination, as also is Kamini Sen, who passed the Entrance Examination in the previous year.

239. The subjoined statement shows the institutions in Calcutta (other than the Bethune School) which are aided by Government for the promotion of female education among natives. The schools are all attended by native girls, with the exception of the training class in the Church of England Zenana Mission Normal School, in which European and Eurasian girls are trained to be teachers in native schools:—

I.—Zenana Agencies.

	Monthly grant. Rs. A. P.
American Mission Agency	752 0 0
Church of England Zenana Mission Agency	300 0 0
Church of Scotland Agency	100 0 0
Free Church Agency	90 0 0
Total ...	1,242 0 0

II.—Normal Schools.

Free Church Normal School	166 10 8
Church of England Zenana Mission School	160 0 0
Total ...	326 10 8

III.—Orphanages.

Church of Scotland Orphanage	40 0 0
American Mission Foundling Asylum	100 0 0
Free Church Orphanage	75 0 0
Total ...	215 0 0

IV.—Schools for Native Girls.

	Rs. A. P.
Church of Scotland—	
Dhobapara	20 0 0
Kidderpore	20 0 0
Sonai	20 0 0
Free Church—	
Dr. Duff's School	80 0 0
Church Mission Society—	
Central School	50 0 0
Mirzapore Hindu School	15 0 0
Syambazar School	14 0 0
Wesleyan—	
Taltolah School	20 0 0
Unitarian—	
Dhurrumtolah School	30 0 0
Total ..	269 0 0

240. Mrs. Wheeler, Inspectress of Schools, has furnished the progress returns of 1,841 pupils reading in zenanas, or in schools mainly connected with zenana agencies. The standards under which they were examined are the following:—The primary stage, lower section, is that of a pupil who can read little words, can distinguish the different letters composing the words, can write the alphabet neatly, and can numerate up to 50. In the higher section of the primary stage, a pupil should at least be able to

FEMALE EDUCATION

read little stories, to spell words with compound letters, to write easy sentences from dictation, and to write and count the numbers up to 1,000. If she can answer questions about the stories she has been reading, can write such stories from dictation, can read, spell, and explain compound words, can numerate up to five figures, with ciph rs, and do a simple addition sum, she is on the upper limits of the primary, and close to the middle stage. In the middle stage she should read *Bodhoday*, write and spell well, and do addition and subtraction If she further knows a little grammar and the definitions of geography, can write and spell faultlessly, can turn a piece of poetry into prose, and do a multiplication sum, she is approaching the confines of the upper stage. Applying these standards, Mrs Wheel r reports that of the 1,841 female pupils examined, 1,381 are in the lower primary stage, 408 in the higher primary, 49 in the middle, and three in the upper stage In the previous year out of 2,192 pupils examined, 1,582 were in the lower primary, 268 in the higher primary, 41 in the middle, and one in the upper stage. It is therefore evident that some progress has been attained during the last twelve months. Still the great bulk of the pupils are in the lower primary stage. Of 856 pupils examined in schools and zenanas belonging to the American Mission Agency, 690 were in the lower primary, 144 in the higher primary, 21 in the middle, and one in the upper stage. Of 337 pupils examined in schools and zenanas of the Free Church Agency, 209 were in the lower primary, 120 in the higher primary, and eight in the middle stage. Of 243 pupils examined in schools of the Society for the Propagation of the Gospel, 193 were in the lower primary, 46 in the upper primary, and four in the middle stage. Of six pupils of the Church of Scotland Mission Agency, one was in the upper, four in the middle, and one in the higher primary stage. Of 227 pupils of the Church of England Zenana Agency, 153 were in the lower primary, 62 in the higher primary, 11 in the middle, and one in the upper stage. Of 172 children examined in schools under native managers, 136 were in the lower primary, 35 in the higher primary, and one in the middle stage. The ages of the pupils examined varied from four to 40 years in all the agencies except that of the Society for the Propagation of the Gospel, the maximum age of pupils in that agency being 14 years. In the schools under native managers the maximum age is generally 10 years. Again, of the 1,841 examined, 367 are found to have attended schools for periods ranging between two and four years, 452 between one and two years, and 362 under one year, no note being taken of 660 pupils, who were mere infants.

241. The Inspectress would like to see the school teachers visit the homes of their pupils, as such a course would make the girls as well as their parents feel that the teachers take some real interest in them The want of unity and of a common organisation among the different agencies appears to lead to a considerable waste of power, which might be obviated by an agreement to divide the ground. Till recently there has been no sustained attempt to enforce the payment of fees; and there has even been a sort of competition among the agencies, which could not fail to react unfavourably upon those whom they sought to teach Schools, too, have been unnecessarily multiplied within a limited area, leading to needless expense and to deterioration of discipline. It may not be possible for zenana teachers to abstain from the attempt to teach elderly women, ignorant of previous training; but certainly the younger women, who have had some elementary teaching in the schools, appear to offer much more promising material for their labours; and a system of following up pupils when they leave school to be married would certainly be a great advantage, though it might require a little organisation among the different bodies. Nor are the native teachers always sufficiently well taught, nor invariably trustworthy. They are, however, improving as a class, as the normal schools send out women who have had a proper training. The European and Eurasian ladies also need in some cases a better acquaintance with the language, though the former practice of employing interpreters to accompany them seems to have died out. The following remarks of the Inspectress bear on some of the points here noticed :—

"It would be a very good thing if girls were followed up from school into the zenanas. I know in some cases it is done, but these are very few. I think it should be the rule not to lose sight of a girl when she

leaves school to be married. Of course if she goes right away where there are no mission agencies, she is quite out of reach, but so long as she is anywhere within reach of any mission, the mission in whose school she has been a pupil, should, I think, make her over, as it were, to them. Perhaps it could not be done in every case; but if it were the rule, I am certain much good would result; the real requirements of zenana education would be fulfilled, and the teachers also, I should think, would be more satisfied with their work; for it is infinitely more pleasant to teach a young girl who has been grounded in a school, than to begin with a woman of 25 or 30, who has up to that time been quite innocent of any reading, writing, or arithmetic"

242. Outside Calcutta, the progress has been more or less marked in every division, the Presidency and Burdwan Divisions, as might be expected, taking the lead Girls' schools in the Presidency Division have increased from 173 to 192, but their pupils have declined from 5,171 to 4,807. Girls studying in boys' schools have, however, increased from 2,855 to 3,168, so that the total number of girls under instruction was 7,975, against 8,026 of the preceding year. The greatest decrease was in the 24-Pergunnahs, where a large number of private schools are reported to have been closed. The loss in the number of schools in the 24-Pergunnahs is more than counterbalanced by the increase in the other districts of the division.

In the 24-Pergunnahs, aided girls' schools were 39 with 1,516 pupils, against 40 with 1,442 of the year before Private schools numbered 14 with 575 pupils, against 36 with 1,411 pupils; girls in boys' schools rose from 740 to 1,079. The classification of the girls' schools was as follows:—Middle schools two, upper primary 26, lower primary 25. One girl passed the upper and four the lower primary scholarship examination. Three of them in the suburbs of Calcutta obtained municipal scholarships, and one was granted a special scholarship debitable to the primary grant of the district

In Nuddea, the number of girls' schools rose from 58 to 71, and their pupils from 1,526 to 1,601 Girls reading in boys' schools decreased from 679 to 598. All the 71 schools are aided, sixty-four of them being lower primaries, six upper primaries, and one a middle vernacular school. At the lower primary scholarship examination six girls were sent from two schools, and five of them were successful, two being Hindus and three Native Christians Two special scholarships were granted to the two Hindu girls.

In Jessore, girls' schools rose from 28 with 528 pupils to 51 with 784 pupils Girls in boys' schools increased from 1,316 to 1,425. One of the schools is classed as a middle school, three are upper primaries, and the rest are lower primaries. At the lower primary scholarship examination, three schools sent up five candidates, and four were successful, one of them being rewarded with a special scholarship.

Moorshedabad is less advanced than the other districts in regard to female education. Its schools increased from 11 with 266 pupils to 17 with 331 pupils; girls in boys' schools, however, declined from 120 to 66. Only two schools are classed as upper primaries. At the lower primary scholarship examination, 12 candidates appeared from five schools, and of these 10 were successful. The best girl beat all the boys of the district, and won a scholarship in addition to a prize. The next four girls received prizes of Rs. 24, and the others of Rs. 10 each, from the primary grant of the district.

243. In the Burdwan Division girls' schools have advanced from 75 with 1,689 pupils to 91 with 2,075 pupils Girls in boys' schools number 6,018 against 4,315 in the preceding year. There are also 30 girls under instruction in the Bhimpore Normal School for Sonthals in the Midnapore district. Of the 91 schools, 77 are aided, 43 from the grant-in-aid fund and 34 from the primary fund. Howrah has 33 schools, Midnapore 7, Bankoora 5, Beerbhoom one, Burdwan 16, and Hooghly 29. In Howrah the number of girls' schools aided from the primary grant has increased from 3 to 21. Eight of these are aided by fixed monthly grants, and 13 receive annual rewards. In Bankoora, girls' classes are attached to a large number of schools. The teacher of a middle or primary school receives a capitation allowance of one anna a month for every girl in attendance. In Burdwan and Midnapore, gurus get double rewards for success achieved by girls at the scholarship and standard examinations. In Howrah, the rates of rewards for girls are four times those for boys Of the girls under instruction, five have reached the middle stage and 323 the upper primary stage. In Hooghly and Midnapore, local examinations are held for the award of scholarships. In Midnapore, 36 candidates

FEMALE EDUCATION

were sent up from 18 schools, and of these 28 passed. In Burdwan, out of three girls sent, two were passed, and one was awarded a lower primary scholarship. In Bankoora, five scholarships of the aggregate value of Rs. 8 a month are competed for by girls. In Burdwan there are also two special scholarships of the value of one and two rupees All these scholarships, besides three final, nine senior, and 15 junior scholarships of Rs. 3, Rs 2, and Re. 1 respectively, are awarded on the results of the examinations held by the Hitakari Sabha of Uttarpara At the last scholarship examinations of the Sabha there were 85 candidates from Hooghly, Howrah, Burdwan, and Bankoora, namely, five for the final, 13 for the senior, and 67 for the junior scholarships. At the zenana prize examinations of the Sabha there were five candidates, four of whom passed, one from each of the following schools:—Uttarpara, Palasdanga, Ariadaha, and Hargram.

244. Some statistics in fuller detail, relating to female education in the Midnapore district, may be of interest. Of 2,448 girls in that district, 325 were Brahmins, 319 belonged to other respectable Hindu castes, 1,467 were lower caste Hindus, 63 were Christians, 36 Musulmans, and 238 belonged to aboriginal tribes. Two of the girls were returned as being in the middle stage of instruction, 60 in the upper primary stage, 863 to the higher section of the lower primary stage (reading printed books), and 1,523 to the lower section (not reading print). The girls in the Sonthal upper primary school, chiefly Christian converts, also learn to spin thread and to sew. Nine teachers are also employed in the American Zenana Mission under Dr. Phillips at Midnapore, which teaches 28 women and 51 girls in 25 houses. Of these, eight are reading Charupath, 25 Bodhoday or Kothamala, and 46 are below that standard; 25 learn needlework as well. These nine teachers are orphan girls of the famine of 1866, who were brought up and educated by the Mission. There are altogether 42 female teachers in the district, only one of whom is employed in a purely girls' school. Two girls' scholarships of the value of Rs. 2 and six of the value of Re. 1 a month, each tenable for one year, have been created out of the allotment for middle English scholarships. They were awarded on the results of an examination held at nine centres, by a higher and a lower standard. Of the eight scholarship-winners, two came from girls' schools (one being at head-quarters), one from a middle English school, three from upper primary, and two from lower primary schools, all for boys. The subjects in the higher standard include language and grammar, history and geography, arithmetic, handwriting, and needlework. The questions in history and geography are appended in illustration of the standard.

1. Which are the sacred places of the Hindus in India?
2. Name the principal rivers in India.
3. Name the independent States in India.
4. What are the creeds and religions of the Persians, Arabians, and Chinese?
5. Where and what are the following:—London, Allahabad, Rome, Palestine, Tigris, Niger, and Paris?
6. Name the country which chiefly produces the cloth we put on? From whence are the oranges, pomegranates, lemons, &c., which we eat, imported into our country?
7. By what nation was Bengal first governed, and what succeeded next? Which is the present governing nation? And how long has India been under its rule?
8. Name one or two distinguished Hindu Kings that reigned in India.
9. Who were the following personages:—Hastings, Sher Shah, and Man Singh?

Write a brief life of one of them.

245. In the Rajshahye Division, the schools increased from 31 to 34, and their pupils from 548 to 749. Girls in boys' schools rose from 521 to 683. At present female education is in its infancy, and Dr. Martin is of opinion that it would be better to try to develope it by encouraging girls as much as possible to come to schools for boys, rather than by starting girls' schools. Eight of the girls at school are in the middle, and 41 in the upper primary stage of instruction. One girl in Bogra successfully competed for a lower primary scholarship

246. In the Dacca Division, the only Government school for girls is the Eden Female School in the town of Dacca. It is attended by 199 girls, and

it succeeded in passing three candidates at the middle English, and 11 at the lower primary scholarship examination. The total number of girls' schools in the division increased from 132 to 213, and their pupils from 2,441 to 3,418, showing a gain of 91 schools and 977 girls reading in them. Girls in boys' schools rose from 2,879 to 4,651, showing an increase of 1,772. The number of girls under instruction has thus altogether increased by 2,749, being a gain of 51 per cent. upon the number returned in 1880-81. Of the girls, 14 are in the middle and 68 in the upper primary stage. Of the girls in boys' schools, the great majority naturally read in lower primary schools and pathsalas, but 61 girls read in middle English, 264 in middle vernacular, and 400 in upper primary schools for boys. At the lower primary scholarship examinations of the Dacca district, 26 schools sent 74 candidates, of whom 58 were successful, six of these being awarded scholarships As um of Rs 528 has been appropriated in this district to the creation of girls' scholarships. In Furreedpore, 11 candidates appeared at the lower primary scholarship examination from 6 schools, of whom 10 were successful. In Backergunge, 4 girls were successful at the upper and 13 at the lower primary scholarship examination. In Furreedpore and Backergunge there is no separate provision for girls' scholarships, girls competing with boys on equal terms. In Backergunge, says the Deputy Inspector, "one girl beat all the candidates hollow, and carried away the competition scholarship." Another girl also gained a scholarship. In this district a Mahomedan girl has for the first time passed the scholarship examination. In Mymensingh, one girl passed the upper and four girls the lower primary scholarship examination, one of these last being awarded a scholarship out of the number sanctioned for the district. Each of the other successful girls received a reward of Rs. 5.

247. In the Chittagong Division, there were 183 girls' schools with 2,161 pupils, of whom 38 were little boys, against 130 schools with 1,558 pupils, of whom 53 were boys. Girls in boys' schools numbered 2,831, against 1,280 in the preceding year. Four of the schools, inclusive of the Tipperah Zenana Agency, were middle vernacular, receiving grants-in-aid, four were upper, and 175 lower primaries There has thus been an increase of 53 schools and 2,154 pupils. In Tipperah, the number of girls' schools has risen from 99 to 114, and their pupils from 1,186 to 1,488. Girls in boys' schools rose from 741 to 1,265. Two of the schools are classed as middle vernacular, and one of them passed two pupils at the lower primary scholarship examination. Of these one got a scholarship. The Bhajerpati school passed a pupil at the upper primary scholarship examination in the first grade with a scholarship. Out of 20 girls sent up to the lower primary scholarship examination, 19 were successful. They were all Hindus. Two of them obtained scholarships in competition with the boys. In Chittagong the schools declined from nine to eight, and their pupils from 199 to 183. Girls attending boys' schools rose from 411 to 1,209. One girl from a boys' middle school appeared at the upper primary scholarship examination, but failed. Three girls appeared at the lower primary scholarship examination, and two of them passed. There is one middle vernacular school for girls, and two upper primaries. In Noakholly the number of girls' schools increased from 22 to 61, and their pupils from 178 to 490. The number of girls reading in boys' schools rose from 128 to 357. One school is classed as a middle vernacular; two of its pupils passed the lower primary scholarship examination. Two out of three girls sent from other schools succeeded at the same examination. Rewards of Rs 24, Rs. 15, and Rs. 10 were given to three of the passed pupils. The Zenana Education Institution of Tipperah, which receives a grant of Rs. 100 per annum, examined only 35 girls for prizes and scholarships, against 65 of the preceding year.

248. In the Patna Division, though the number of girls' schools declined from 11 to nine, and their pupils from 306 to 254, the number of girls attending boys' schools rose from 1,870 to 2,148. There was only one grant-in-aid school for girls; seven are aided from the primary grant, and one is unaided. Of 2,148 girls in boys' schools, 1,923 are found in the Durbhunga district, where rewards are offered to teachers out of the primary grant on the following scale, with a view to extend female education:—four annas for every girl that can read books and write from dictation; two annas for every girl that knows the letters and can up to count 50. Of the 2,148 girls in boys' schools, 20 attend

FEMALE EDUCATION

middle vernacular, 144 upper primary, 1,931 lower primary, and 53 indigenous schools. One girl in Durbhunga from a boys' pathsala competed for a lower primary scholarship with success. It has been suggested that the reason why so large a number of girls are found in the schools of Durbhunga, is to be found in the fact that the local dialect is taught in them.

249. In the Bhagulpore Division, girls' schools rose from 22 to 29, and their pupils from 329 to 396. There were also 518 girls in boys' schools, against 311 of the preceding year. There were one middle, seven upper primary, and 21 lower primary schools. Six girls from four schools appeared at the upper primary scholarship examination, and of these four passed. Three girls passed the lower primary scholarship examination, one of them in the Sonthal Pergunnahs being awarded a prize of Rs. 20 by the District Committee. The Assistant Inspector expresses the opinion that, since girls are found to attend boys' pathsalas without any persuasion or effort of any kind, the elementary instruction of girls can be carried on in these institutions with the least expenditure of means and the least disturbance to popular prejudices, if any happen to exist

250. In Chota Nagpore, girls' schools rose from 13 to 14, but their pupils declined from 383 to 368. Of the 14 schools, 11 were aided and three unaided; these last were under the Berlin Evangelical Mission. Six of the 11 aided schools were upper primaries; the rest were lower primaries. None of the upper primaries have as yet succeeded in passing pupils at the scholarship examination of their class. Six of the largest and most costly were under missionary bodies; one aided upper primary in Hazaribagh under the Free Church Mission, and the rest under Gossner's Evangelical Mission. There were 841 girls attending boys' schools, chiefly lower primaries. Seven girls competed at the lower primary scholarship examination, and were all successful. One of them received a special prize of Rs. 25.

251. In Orissa, girls' schools rose from 31 to 33, but their pupils decreased from 883 to 823. Girls in boys' schools rose from 929 to 1,623, so that the total number of girls under instruction was 2,446, against 1,812 of the year before. Two were middle and four were upper primary schools; the others were all lower primaries. Of the girls under instruction, 119 are Europeans and Eurasians, 33 Native Christians, 236 Christian foundlings, 16 of disreputable classes, 53 Mahomedans, and 1,989 Hindus of different castes, 237 being Brahmins. The Joint-Inspector, from what he has seen of girls' schools in Bengal and Orissa, has arrived at the opinion that the only standard suited to the requirements of girls' schools in the mofussil is the primary scholarship course, modified by the substitution of letter-writing for zemindari accounts, with the addition of a little geography and account-keeping. He is also of opinion that a larger proportion than hitherto of the money allotted to primary education should be devoted to the establishment of special girls' schools. Eighteen girls appeared at the lower primary scholarship examination, and 16 of them were successful. The Balasore Zenana Association had 80 pupils, of whom 72 were Hindus, and eight Mahomedans. They are all in the lower primary stage of instruction. In the Tributary Mehals of Orissa, 215 girls are found reading in the different classes of schools. At the primary scholarship examination for girls, 186 candidates from 87 schools competed, and 144 passed. These figures exclude candidates from the lower classes of middle schools.

252. The following figures show the stages of instruction reached by 42,301 girls, including Europans and Eurasians, in schools of organised instruction:—In schools for girls exclusively, 118 are returned as being in the high stage of instruction, approaching the matriculation standard, 684 in the middle stage, 2,072 in the upper primary stage, 6,574 in the higher section, and 10,970 in the lower section of the lower primary stage. In schools for boys the numbers are,—in the high stage, one girl; in the middle stage, 71; in the upper primary, 247; in the lower primary, higher section, 4,600, and in the lower section, 16,964.

VIII.—SPECIAL INSTRUCTION.

SPECIAL INSTRUCTION

253. This section deals with institutions for teaching law, medicine, and engineering, as well as with surveying schools, industrial schools, the School of Art, normal schools, and schools of oriental learning. The general statistics are shown in the following table.

Statement of Attendance and Expenditure in Schools for Special Instruction in 1881-82.

	Number of institutions.	Pupils.	Expenditure: Provincial revenues.	Expenditure: Fees, &c.	Expenditure: Total.	Average Annual Cost of Educating each Pupil: Total cost.	Average Annual Cost of Educating each Pupil: Cost to Government.		
Government Law Schools			Rs	Rs	Rs	Rs A P	Rs A P		Rs
Presidency ..	1	121		18,384	18,384	97 4 3		Surplus ...	2,365
Hooghly ,, ...	1	37		1,900	1,900	55 14 1	.		
Kishnaghur ,, . .	1	12		1 274	1,274	74 15 0			
Dacca ,, ...	1	38		2,370	2 370	74 1 0		Ditto .	666
Patna ,, .	1	37	.. .	2,400	2,400	72 11 7	.	Ditto ...	1,107
Rajshahye ,, .	1	17		1,187	1,187	131 14 2			
Cuttack ,, .	1	8		520	520	57 12 5	.	Ditto ...	5
Total ...	7	270	..	28,035	28,035	86 12 8	..	Total surplus	4,143
Unaided Law School									
Metropolitan Institution	1	190	... .		..	. ... .	.		
Total Law Schools .	8	460			. ..	.	.		
Medical College, Calcutta	1	117	1,54,737	10,667	1,65,404	810 12 10	758 8 2		
Engineering College, Howrah	1	170	49,665	4,461	54,126	429 0 1	394 2 8		
Calcutta School of Art	1	77	20,062	1,958	22,020	301 10 3	274 13 1		
Government Vernacular Medical Schools									
Sealdah	1	82	88,865	4 056	4°,921	935 5 1	303 10 1		
Patna	1	101	15,654	1,'99	16,953	152 11 8	141 0 5		
Dacca	1	97	16 287	2 502	18,789	149 1 10	129 4 2		
Cuttack	1	30	4,034	... .	4,034	139 1 7	139 1 7		
Total .	4	310	174,840	7,857	92,697	200 14 3	189 15 2		
Government Vernacular Survey Schools.									
Dacca	1	42	2,518	381	2,899	65 14 2	57 3 7		
Patna	1	29	2,254	184	2,438	110 13 1	102 7 3		
Cuttack	1	43	2,325	176	2,501	67 9 5	62 13 4		
Total	3	114	7,097	741	7,838	76 1 6	68 14 5		
Artisan Schools									
Ranchi	1	27	780	400	1,180	49 2 8	32 8 0		
Dehree	1	61	540		540	9 0 0	9 0 0		
Total	2	88	1,320	400	1 720	20 7 7	15 11 5		

254. Comparing these figures with those of the preceding year, it appears that the number of law students in Government Colleges has decreased from 367 to 270; but the Metropolitan Institution having been affiliated to the University in law, its Law Department has attracted 190 pupils, so that the total number of law students has risen to 460. The number of students in the Medical College has slightly decreased from 123 to 117, and in the Engineering College from 172 to 170. All these departments of instruction are connected with the University, the preliminary qualifications required for each course being the B.A. degree for law, the First Arts certificate for medicine, and the Entrance certificate for engineering. The total number of those reading for a professional career has increased from 662 to 747. The School of Art has 77 pupils against 80 in the previous year.

255. Taking schools of a lower status, the pupils in vernacular medical schools have declined from 503 to 310, and those in vernacular survey schools from 119 to 114, while in artisan schools the number has increased from 77 to 88. The largest decrease is found in the Sealdah Medical School, which returns 82 pupils on the 31st March 1882, against 244 in the previous year. The number subsequently rose to 149. The Patna Medical School also shows a decrease from 146 to 101. The numbers at Dacca and Cuttack have slightly increased. The survey schools at Dacca and Cuttack show a slight falling off, but both are fairly well attended. At Patna the number is 29 only, and the school does not seem to have yet become attractive to Beharis.

256. Law.—There are now seven Government colleges of the first grade, to each of which a law class, preparing for the B.L. degree, is attached The unaided Metropolitan Institution at Calcutta, which is also a first grade college, has opened a law class, which is very well attended, the lower rate of fees having drawn a large number of students from the Presidency College. The

SPECIAL INSTRUCTION.

total expenditure in the law classes of Government colleges was Rs. 23,892, against Rs. 26,399 in the year before; they cost Government nothing, but on the contrary returned a profit of Rs. 4,143. The High Court has recognised pleadership classes in connection with the second grade colleges at Chittagong and Midnapore also. All the Government law classes are now maintained on condition that they are self-supporting—a condition which will probably necessitate considerable changes in the Presidency College Law Department for the coming session, owing to the great depletion of its classes through the cause above noticed. It is altogether satisfactory to find private institutions taking up the work which Government has hitherto undertaken; and if further experience shows that by such means efficient instruction can be provided at a much cheaper cost to students than has hitherto prevailed, there will be no need for Government to continue in occupation of that field.

257. The following table shows the results of the examination for the degree of Bachelor of Law, the number passed being 67, against 35 in the previous year. All the colleges except Kishnaghur have done fairly; the Presidency College taking the lead, as in previous years. The law classes attached to the colleges at Cuttack and Rajshahye have not yet come up to the standard.

Statement showing the Results of the Examination for the Degree of Bachelor of Law.

	Number of candidates.	Passed in the— First division.	Second division.
Presidency College	73	2	46
Hooghly ,, ...	11		7
Kishnaghur ,, ...	3	...	1
Dacca ,, ...	10	...	6
Patna ,, ...	6	.	5
Total ...	103	2	65

258. *Presidency College.*—There were 121 students on the 31st March 1882, against 227 on the same date in the previous year, as detailed below—

	1881.	1882	Increase.	Decrease
3rd-year B L class	53	44	...	9
2nd ,, ,, ,, ...	62	22		
1st ,, ,, ,, ...	92	47	...	45
2nd ,, Pleadership class	18	4	...	14
1st ,, ,, ,, ...	2	4	2	...
Total ..	224	121	2	108

There is therefore a loss of 106 students in this department, due to the affiliation in law of the Metropolitan Institution, where lower fee-rates are charged. In the Presidency College the fee rate is Rs. 10 a month in the four higher classes, and Rs. 5 month in the lowest; it is understood that in the Metropolitan Institution a fee of Rs. 3 a month is charged. Mr. Bellett anticipates a still further decrease in the numbers of the Presidency College. Five of the students are Mahomedans, one is a European, and two are native Christians: last year there were six Mahomedans and one native Christian. The fee-receipts were Rs. 20,749, against Rs. 22,282, and the expenditure Rs. 18,333, against Rs. 19,606 in the previous year.

259. *Hooghly College.*—The Law Lecturer, Baboo Nobin Krishna Mookerjea, M.A., B.L., being absent on sick leave in February, Baboo Ambika Churn Mittra, M.A., B.L., an ex-student of the College, was appointed to officiate for him.

There were 37 students on the 31st March 1882, against 29 of the previous year; 17 in the first-year class, 13 in the second, and seven in the third. The fee-receipts were Rs. 1,900, against Rs. 2,006 of the previous year.

260. *Dacca College.*—The number of students on the last day of the year was 38, against 30 of the preceding year. The receipts and expenditure were Rs. 3,036 and Rs. 2,370, against Rs. 2,018 and Rs. 1,126 respectively of the year before.

261. *Patna College.*—The number of students on the 31st March 1882 was 37, against 41 of the previous year; 18 being in the first-year B.L. class, six in the second, and six in the third, while the number in the pleadership classes was seven. Of these, 22 were Biharis (including six Mahomedans) and 15 were Bengalis.

The purchase of standard law books to the value of Rs. 500 has been sanctioned from the surplus of Rs. 1,107 that accrued after payment of the salary of the Lecturer.

262. *Kishnaghur College.*—There were 12 students on the rolls, against 16 of last year. The fee-receipts, paid to the Lecturer as his salary, amounted to Rs. 1,274.

263. *Rajshahye College.*—The number of students on the 31st March was 17. The Law Lecturer is paid partly by fees and partly by the interest of an endowment of Rs. 20,000, given by Rani Manomohini Debi of Putia towards the support of the law classes.

264. *Ravenshaw College, Cuttack.*—There were only eight students on the rolls on the last day of the year, against 12 of the preceding year As the law class is chiefly recruited by students of the third and fourth-year classes, no increased attendance can be expected until those classes become larger

265. *Midnapore College.*—During the year under report an application was received for reopening, in connection with the Midnapore College, the law classes for higher grade pleaders, which had been held in abeyance for the last few years for want of students. The permission has since been accorded by the High Court.

266. MEDICINE.—The number of college students has declined from 123 to 117, and in the vernacular schools of medicine from 503 to 310, the decrease being confined to the Sealdah School, the small increase at Dacca and Cuttack hardly affecting the general result. The cost for each student has generally increased, although at Dacca and Cuttack there is some reduction. The number passing out from the schools with diplomas was 82, against 93 in the previous year; the Campbell School passing 44 against 41, Dacca 14 against 17, Patna 19 against 29, and Cuttack five against six.

267. *Medical College.*—At the close of the session Dr. D. Cunningham and Dr. Coull Mackenzie took furlough for one year each. Dr. Barclay and Dr. Nicholson were appointed to officiate in the chairs of Physiology and Medical Jurisprudence respectively. All students of the college undergo a course of medical training for five years, though the hospital apprentices read for only three years in the college, their first two years being spent with a regiment. The test for admission to the full five years' college course is the First Arts examination.

At the beginning of the session in June 1881, 123 students rejoined their classes, of whom 30 were scholars and free-students, 57 paying students, and 36 hospital apprentices. During its course 115 students were admitted or readmitted. Of these 115 students, the 10 who had obtained the highest marks in the University B.A. and F.A. examinations received free presentations, 67 enrolled themselves as paying students, 20 joined as hospital apprentices, and 18 as casual students. At the end of the session seven senior scholars and 10 paying students passed their final M.B. or L.M.S. examination, 14 hospital apprentices passed and left for regimental duties, while five senior and four junior scholars, and 74 paying students and one free student, ceased to attend. Five hospital apprentices were discharged, and one resigned the service. Thus at the close of the session the strength of the College classes was 117, against 123, 153, 208. and 145 of the four preceding years. Of the 117 students, 23 held scholarships or free-studentships, 58 (including 18 'casual' students) paid fees, and 36 were hospital apprentices. To the paying class it appears that 85 students were admitted or readmitted, while as many as 74 ceased to attend. With the object of putting an end to these great fluctuations in the number of paying students, who in most cases are forced to discontinue their studies through inability to pay the fees, it has been ruled that the fees for the year are to be paid in advance by two instalments, at intervals of six months; and it may be hoped that attendance will henceforward be more regular.

Of 41 candidates for the 1st M.B. and L.M.S. examinations, 12 passed, of whom three were placed in the first division. Of 52 candidates for the final examination 20 passed, of whom 10 were candidates for the license and 10 for the degree. Of late, however, the great majority of students read for the degree, the course prescribed for which differs but slightly from that for the license. Thus, in the first examination 38 out of the 41 candidates, and all the successful candidates, were studying for the degree. Since the first establishment of the English class of this college, 43 years ago, 720 students have

SPECIAL INSTRUCTION

obtained degrees and licences in medicine and surgery. Of these 26 were from Ceylon.

Four native *dais* passed in midwifery during the year, against eight of last year.

268. *Campbell Medical School.*—There were 149 students on the rolls, against 244 of the previous year. The session opened with 80 students, and during the year 58 new admissions and 11 readmissions were made. The decrease is due to the higher standard of admission now enforced in the school, which has resulted in the increased efficiency of the classes, as shown by the improved outturn. By the order of Government in 1879, not only was the standard of admission raised and the course made more practical, but the number of pupils was limited to 200. It appears that the first provision has now made the last unnecessary.

Of 35 second-year students who presented themselves for the first diploma examination, one died during the course of the examination, and 31, or 91 per cent, passed, against 79 per cent of the previous year. The three rejected students failed in anatomy.

Of 47 students at the final examination, 44, or over 93 per cent, passed, against 76 per cent of the previous year. The three unsuccessful students failed in surgery. In the three preceding years, beginning with 1879, when 103 candidates presented themselves, the proportion that passed was 55, 70, and 80 per cent respectively. There is no doubt that a great improvement has been effected in the efficiency of the teaching and the qualifications of the students, even though the number trained be less than in previous years.

Compounders' Class.—Under instructions conveyed in the Government Resolution of the 30th March 1881, a class for the training of compounders was opened in connection with the Campbell Medical School, and the number of admissions was 14. A special examination was held, on the 12th December 1881 and the 27th March 1882, of candidates who had compounded and dispensed English medicines for at least three years. At the first examination 223 candidates—22 Europeans and Eurasians and 201 natives—appeared. All the European and Eurasian candidates passed, and 189 out of 201 natives. At the second examination 141 candidates—nine Europeans and Eurasians and 132 natives—presented themselves, and all except two native candidates passed.

269. *Dacca Medical School.*—At the close of the session there were 18 students in the third and fourth year classes, 29 in the second-year, and 50 in the first-year, making a total of 97, against 87 of the previous year. Of these 24 were vernacular scholars, six held medical scholarships, and 10 were free students.

At the examination of the third-year class 14 candidates out of 18 passed and obtained certificates.

270. *Temple Medical School, Bankipore.*—There were at the beginning of the session 131 students, three belonging to the military and 128 to the civil class. Of the three military students, two were in the second-year class and one in the fourth year. The two second-year students passed the junior examination; the other failed at the final examination and was dismissed. The civil class consisted of 25 third-year, 55 second-year, and 48 first-year students. Two students of the third-year class were struck off for default in payment of school fees, and one left on account of sickness; of the second-year class, one died and seven were struck off for not paying their fees; and 18 students of the first-year class ceased to attend during the dissecting season. Thus there were at the end of the session 99 civil students, against 146 of last year.

Of 22 third-year civil students, 19 passed the final examination and three failed. Of 47 second-year students, 32 passed the junior examination and 15 failed

271. *Cuttack Medical School.*—There were 30 students on the rolls, 10 in the first-year class, 13 in the second, and seven in the third, against 26 of last year.

Thirteen candidates presented themselves for the first diploma examination, and 11 passed, against three of last year. Of seven candidates for the final diploma examination five passed, against six of the previous year.

The Superintendent recommends the opening of a midwifery class in connection with the Cuttack Medical School, as the want of trained midwives is seriously felt in the province of Orissa.

272. ENGINEERING.—*Seebpore Engineering College.*—On the reversion of Mr. Lepper to the Public Works Department, Mr Mason, an Assistant Engineer, was appointed to officiate as Professor of Engineering. Baboo Byomkesh Chakrabarti, M.A , Lecturer in Chemistry, having been appointed to one of the Agricultural Scholarships tenable in England, Baboo Barada Prosad Ghosh, M A., was transferred from Kishnaghur to fill his place. Baboo Surendra Kumar Bose was appointed to the College as an assistant teacher of surveying.

The number of students on the 31st March 1882 was 170, against 172 of last year. The total expenditure of the college was Rs. 54,126, of which Rs 49,655 was from Government and Rs 4,461 from fees ; against Rs. 49,624 of the previous year, of which Rs. 43,189 was from Government and Rs. 6,435 from fees.

Engineer Classes.—The number at the beginning of the year was 67 ; 13 in the first-year class, 28 in the second, 19 in the third, and seven in the fourth, against a total of 73 on the same date of the previous year. Shortly after the beginning of the year a large number of students were rusticated for six months as a penalty for insubordination. At the reopening of the college after the long vacation in November many of these were readmitted, and the number of students at the close of the year was 66.

No regular students of the college presented themselves on the last occasion for the University examinations, owing to the extension of the course from three to four years. Twelve unsuccessful students of previous years appeared at the examination for the license in engineering, and four passed. There were no candidates for the degree of B.C E.

Civil and Mechanical Overseer Classes.—The number of students on 1st April 1881 was 105, 15 in the civil overseer class and 90 in the mechanical apprentice class. This number was largely reduced on account of the disturbance above referred to. In November it again increased to 97—10 in the former class and 87 in the latter. The final examination of the fourth-year mechanical class was held in July Of 20 candidates who went up, 18 passed. The third, second, and first-year classes were examined in January Of 11 candidates at the third-year examination 9 passed. Fourteen out of 18 candidates passed the second-year examination, and 9 out of 16 passed the first-year examination. An examination for admission to this class was held in January. Of 62 candidates 48 passed, but some of them failed to join the college. Nearly all the students who passed their final examination in July have found employment.

Survey Operations.—The second, third, and fourth-year Engineer classes went to Dehree for the annual survey work, and the fourth-year apprentice class was instructed in surveying and levelling during the cold season.

The laboratory has been greatly enlarged and extended, and a spacious and well-lighted building has been erected to serve the double purpose of a drawing class-room and an examination hall. A hostel for the accommodation of 200 native students is in course of erection ; it is a handsome and conspicuous building fronting the river. Students have been admitted to the college from Burmah and from Assam, with scholarships provided by the Chief Commissioners of those provinces. Like the natives of Bengal, these students have taken very kindly to manual labour.

The health of the college shows a marked improvement over last year. A volunteer corps has been formed, and about fifty Christian students enrolled. An athletic club was also established, with the double object of improving the physique of the students and promoting cordial feelings among those of different nationalities. It received a grant of Rs. 500 from Government

The Board of Visitors met six times during the year, and the most important results of their deliberations were—(1) the abolition of the class for probationers ; (2) the amalgamation of the Civil overseer with the mechanical overseer class, under the title of ' mechanical apprentice class,' in order to meet more fully the requirements of the Public Works Department.

273. *Public Works Department Examinations* —The subjoined table shows the number of candidates from the Seebpore College and the number that passed the various tests for employment in the Public Works Department:—

EXAMINATION	AUGUST 1881		FEBRUARY 1882	
	No examined	No passed	No examined	No passed
For Assistant Engineer grade	3	3	1	1
" Sub Engineer grade				
" Overseer "	1		1	1
" Sub-Overseer "			1	1
" Accountant "	51	18	41	18

SPECIAL INSTRUCTION

On the result of the departmental and college examinations, four certificates were issued for the grade of assistant engineer, two for that of overseer, five of sub-overseer, and 36 of accountant.

274. *Dacca Survey School.*—On the 31st March last there were 27 and 15 students in the first and second-year classes, against 30 and 16 of the year before. Of 17 students who appeared at the first-year examination, 15 were considered eligible for promotion. For the final examination 23 students presented themselves, and 15 passed. The receipts from fees were Rs. 381, against Rs. 672 in the previous year. The decrease was due to a smaller second-year class, and to an increase in the number of scholars who pay no fees. The expenditure was Rs. 2,899, against Rs. 3,372; the decrease being due to the abolition of the post of additional second master.

275. *Patna Survey School.*—The number of students on the rolls on the 31st March was 29, of whom nine were in the second-year class and 20 in the first-year. The number of students in the previous year was the same. Nine out of 10 students of the first-year class were promoted to the second year. For the final examination 9 students presented themselves, and 8 passed. The fee-receipts were Rs. 184, against Rs. 269 of the previous year, and the expenditure Rs. 2,438, against Rs. 2,418. The points to be noticed in connection with this school are an improved knowledge of English on the part of the students who now form the classes, and a larger demand for the passed pupils of the school.

276. *Cuttack Survey School.*—The number of students on the 31st March was 43, against 44 of last year. Thirteen out of 18 students of the first-year class passed for promotion. At the final examination 16 students appeared, and all passed—six in the first division, nine in the second, and one in the third, against a total of 11 of the preceding year. The fee-receipts were Rs. 176, and the expenditure Rs. 2,502.

277. There is a private survey school at Arrah having 47 pupils on its rolls, its local annual income being only Rs 124. It is reported to teach a little surveying.

278. INDUSTRIAL SCHOOLS.—There were during the year two industrial schools, namely, those at Dehree and Ranchi. There is also a school for artisans at Nawadi, on the chord line of the East Indian Railway, attended by 25 workmen. They are trained in the workshop in practical work, and are also taught to read, write, and cipher. The school is not entered in the returns.

279. *Dehree School.*—The Dehree Industrial School, costing Government Rs. 540 in the Public Works Department, is really a middle vernacular school, established for the education of the children of the work-people at that place, though other children of the neighbourhood are also allowed to attend. It teaches a little practical geometry and the elements of mechanics. It had 61 students on the rolls, against 50 of the previous year.

280. *Ranchi School.*—This is an aided school, under the Berlin Mission. It had 27 students, all native Christians except one. The pupils receive monthly stipends of one or two rupees, and are trained in blacksmith's work and carpentry, besides reading, writing, and arithmetic. The total expenditure was Rs. 1,180, of which Rs. 780 were paid by Government, and Rs 400 realised from the sale proceeds of articles manufactured at the workshop attached to the school, against a total of Rs. 1,046, of which Rs. 636 was paid by Government, in the previous year.

281. *Patna Industrial School.*—For some time previous to the date of the last report this school had led a fluctuating existence for want of a qualified superintendent. Since the close of the year now under report, a trained engineer from England has been appointed. He was posted for a time to the Seebpore Engineering College, in order to gain experience in the training and supervision of native students. The school has been reopened under his charge with good promise of success.

282. SCHOOL OF ART.—At the close of the year, Mr. Locke, the Principal, was compelled to take leave on medical certificate The number of students on the rolls on the 31st March 1882 was 77, against 80 of the previous year. Of these, 13 were in the architectural drawing class, eight in the lithographic, nine in the wood-engraving, 11 in the painting, 22 in the cast-drawing, and 22 in the elementary class. The school continues to maintain its high standard of efficiency. Under the officiating Principal, Mr. Schaumburg, the lithographic classes, which had been abandoned, have been re-opened; and classes

have also been opened for decorative painting, for landscape drawing and painting from nature, and for the more systematic study of figure-drawing. It is further proposed to open classes for ornamental stone-cutting and for wood-carving, both of which are important and lucrative branches of industrial art. The school would then teach seven branches of art industry and three of fine art.

The fee-receipts were Rs. 1,958, and the total expenditure Rs. 22,020, against Rs. 1,905 and Rs. 20,505 of last year. The total cost of educating each pupil was Rs. 301-10-3, and the cost to Government Rs. 274-13-1; against Rs. 266-4-9 and Rs. 241-8-11 of the preceding year.

283. *Art Gallery.*—During the year 1881-82 the Art Gallery was open to the public for 152 days, and was visited by 3,478 persons, as detailed below :—

Europeans and Eurasians	513
Hindus .	2,726
Mahomedans	239
Total ...	3,478

The following additions were made to the Gallery. They were purchased in England by Lord Northbrook, to whom the sum of £1,000 was remitted for that purpose, out of the accumulated annual grant :—

Oil Paintings

1. Murillo } Copies.
2. Murillo }
3. Abraham Mignon —Flowers
4. Schalcken —Candle-light effect.
5. LeSueur —Esther before King Ahasuerus.
6. Nash —L'Hotel du Bourgtheroulde
7. Howe —Battle of Waterloo.
8. Zucharelli —Landscape.
9. J H. Prins.—A typical painting of the old Dutch school.

Steel Engraving.

Portrait of Lieutenant-General J Macdonell.

Books.

1. A series of plates engraved after the paintings and sculptures of the most eminent Masters of the early Florentine School.
2. The Italian school of design.
3. Drawings by Italian Masters.

In addition to the above a spirited painting of the Battle of Trafalgar by Luny, a companion to the picture of the Battle of Waterloo by Howe, was presented to the gallery by Lord Northbrook. The Committee are greatly indebted to His Lordship not only for this valuable gift, but for the trouble he has taken in selecting works of art for the gallery, and for the unremitting interest that he has shown in its welfare.

284. NORMAL SCHOOLS.—There are now 16 Government normal schools, including a small training class at Ghatsilla in Singbhoom, attended by 672 pupils. The first grade schools are those of Calcutta, Hooghly, Dacca, Patna, Rungpore, Ranchi, Cuttack, and Chittagong; the third grade schools are at Julpigoree, Motihari, Purulia, Chybassa, Palamow, Balasore, and Pooree. There are now no schools of the second grade.

285. The following is the result of the vernacular mastership examination of 1881, for the pupils of first grade normal schools. Those at Cuttack, Patna, and Ranchi, in which the language taught is other than Bengali, are not included in the common examination :—

Vernacular Mastership Examination, 1881.

NAMES OF SCHOOLS	FIRST GRADE CERTIFICATES					SECOND GRADE CERTIFICATES					THIRD GRADE CERTIFICATES					TOTAL	
	Number of candidates.	High.	Medium.	Low.	Total passed	Number of candidates.	High.	Medium	Low	Total passed.	Number of candidates	High	Medium.	Low.	Total passed	Candidates.	Passed.
Hooghly	17	2	12	3	17	20	2	8	9	19	54	...	12	35	47	91	83
Calcutta . ..	9	..	7	2	9	10	...	5	4	9	23	...	9	10	19	42	37
Dacca	8	1	6	1	8	17	...	8	9	17	22		8	12	20	47	45
Chittagong	4	...	3	1	4	8	.	5	3	8	17	.	3	9	12	29	24
Rungpore	5	...	4	1	5	7	...	5	2	7	14	.	1	10	11	26	23
Private students	6	.	...	1	1	6	..		2	2	4	..	1	1	2	16	6
Total	49	3	32	9	44	68	2	31	30	63	134		34	77	111	251	218

SPECIAL INSTRUCTION

286. In 1880, 134 candidates passed out of 250. In 1881, while the number of candidates was 251, the number of successful candidates was 218. The Hooghly Normal School passed 83 out of its 91 candidates; and all the 17 candidates for first grade (that is, third-year) certificates were successful. The Dacca Normal School passed 45 out of 47 candidates; and the Calcutta School, the poor results of which have been the subject of frequent comment, passed 37 out of 42. The Woodrow Memorial Medal was awarded to the best candidate at the examination, Satis Chandra Maiti, of the Hooghly Normal School. All the normal schools have done much better than in the two preceding years. With the present constitution of middle schools, the essential conditions of their success are that the Normal Schools should turn out not only well-trained teachers, but a large number of them every year; and it is matter of great satisfaction to find that they have responded so well to the call made upon them. The vernacular course in first grade normal schools is carried to a standard approximating to that of the First Arts Examination of the University.

287. The following statement shows the outturn of all Government normal schools of the first and third grades, including those first grade schools that were not subjected to the common examination. The number of students declared qualified for the post of head vernacular teacher of a middle school was only 63, and the demand for the services of trained teachers was so large that all who passed at once received employment. The fact is, our normal schools cannot turn out teachers fast enough to meet the requirements of middle schools, especially in Behar:—

Names of Schools	Number of Pupils who obtained Certificates during the Year			
	First Grade.	Second Grade.	Third Grade	Total.
Pundit Department.				
1. Hooghly Normal School	17	19	47	83
2. Calcutta ditto ditto	9	9	19	37
3 Dacca ditto ditto	8	17	20	45
4 Chittagong ditto ditto	4	8	12	24
5 Rungpore ditto ditto	5	7	11	23
6 Patna ditto ditto	10	1		11
7. Cuttack ditto ditto	8	11	6	25
8. Ranchi ditto ditto	2	3	6	11
Total	63	75	121	259
Guru Department.				
1. Julpigurı Normal School	7	9		16
2. Chyebassa ditto ditto	2	8		10
3. Purulia ditto ditto	2	12		14
4 Ranchi ditto ditto	10	5	5	20
5. Motihari ditto ditto	10	12	5	27
6 Patna ditto ditto	.....	7	.....	7
7. Palamow ditto ditto	7	3	4	14
8. Balasore ditto ditto	16	13	.....	29
9. Pooree ditto ditto	7	7	.....	14
10 Cuttack ditto ditto	19	17		36
11. Rungpore ditto ditto	.....	...	..	13*
Total	80	93	14	200

* Grade of certificates not stated.

288. *Hooghly Normal School.*—The number of students on the 31st March 1882 was 102, against 108 on the corresponding date of the preceding year. The falling off was due to the admission of a smaller number of fee-paying students. Of 102 pupils, 3 hold middle vernacular scholarships, 4 are fee-paying students, and the remaining 95 get normal school scholarships of Rs. 3 or Rs. 4 a month. Of the total number of students, 11 are from Hooghly, 9 from Howrah, 20 from Midnapore, 15 from Bankoora, 35 from Burdwan, 4 from Beerbhoom, 3 from Maldah, 1 from Moorshedabad, 2 from Nuddea, 1 from Rajshahye, and 1 from Balasore. The school continues to maintain its position as the first institution of the kind in Bengal.

289. *Calcutta Normal School.*—There were 63 students on the rolls, against 50 of last year. The Government contribution was Rs. 9,487, and the income from fees Rs. 377. Of 42 candidates sent to the vernacular mastership and normal school examination, 37 passed—a result much better than that of the previous year, when out of 56 sent up only 25 passed.

290. *Dacca Normal School.*—The number of students rose from 56 on the 31st March 1881 to 64 on the same date of 1882; 27 being in the first-year class, 19 in the second, and 18 in the third. Of the total number of students, 38 are from Dacca, 12 from Backergunge, 4 from Mymensingh, 2 from Tipperah, 6 from Furreedpore, 1 from Patna, and 1 from Sylhet. The result of the vernacular mastership examination was satisfactory The stipend grant to the Dacca Normal School has now been raised from Rs. 200 to Rs. 250 a month.

291. *Chittagong Normal School*—There were 42 students, against 34 of the year before; 23 in the first-year class, 11 in the second, and 8 in the third. Of the total number of pupils, 28 held scholarships and 14 were fee-paying students. The school is rising in popularity and usefulness.

292. *Rungpore Normal School.*—There were 43 students on the 31st March 1882, against 35 of the previous year; 25 in the first-year class, 10 in the second, and 8 in the third. Of the total number of students, 28 are Hindus and 15 Mahomedans. Fourteen came from Pubna, 9 from Rajshahye, 7 from Rungpore, 2 from Dinagepore, 3 from Bogra, 3 from Backergunge, and 1 each from the districts of Moorshedabad, Furreedpore, Mymensingh, Burdwan, and Nuddea. The removal of this school from Rajshahye, where it had been eminently successful, to Rungpore, was made with the object of ensuring the training of pundits belonging to all districts of the division, since it was found that students from Rungpore, Dinagepore, and Bogra would not attend the Rajshahye Normal School, and consequently pundits would not serve in the schools of these unpopular districts except at almost prohibitive rates. These anticipations seem to have been fairly realised. Pundits are now brought in from nearly every district; and after training they may be expected to return to their own districts, where they will find employment as teachers.

293. *Patna Normal School.*—The Patna Normal School is the only school of its kind to which an English department is attached. The roll number on the 31st March was 93, against 101 of the previous year; 72 belonging to the vernacular and 21 to the English department. Of the total number, 32 came from Patna, 21 from Sarun, 15 from Shahabad, 10 from Gya, 8 from Mozufferpore, 3 from Durbhunga, 2 from Monghyr, and 1 from each of the districts of Chumparun and Bhagulpore. Eighty-one are Hindus and 12 Mahomedans, the latter taking as readily to Hindi as the former. A large accession of students from the remoter districts may be anticipated, as the school has of late been well provided with boarding accommodation. Four students of the English department received appointments varying in salary from Rs. 12 to Rs. 25 a month, and nine students of the vernacular department were appointed to punditships. Two pupil-teachers were lately selected to fill punditships in the Chota Nagpore division on Rs. 20 and Rs. 25 respectively. The result of the annual examination was fair. Eleven students of the vernacular department obtained final certificates, and 7 of the English department were granted pass certificates.

294. *Cuttack Normal School.*—The number of students on the 31st March 1882 was 59, against 58 of last year; 32 belonging to the pundit department and the rest to the guru department. From the pundit department 25 candidates passed the examination for certificates, 3 for the first grade, 20 for the second, and 2 for the third, against the same number of the year before. The Joint-Inspector recommends that the school should receive an early supply of chemicals and chemical apparatus, in which it is deficient. The question of retaining chemistry as part of the course in normal schools, when that subject has practically disappeared from middle schools, is under consideration.

295. *Ranchi Normal School.*—The Ranchi Normal School had 56 students on its rolls, 27 in the pundit and 29 in the guru department, against 17 and 18—in all 35—in the two departments respectively in the preceding year. At the annual examination held in December two candidates from the third, three from the second, and seven from the first-year classes of the pundit department competed, and all passed except one in the first-year class. It is manifest from the above statement that the school is steadily improving in both stability and efficiency. The question of reorganising the Ranchi School on an improved basis is under consideration.

296. AIDED NORMAL SCHOOLS FOR MASTERS.—These are four in number, containing 335 pupils.

SPECIAL INSTRUCTION

297. *The Sonthal Normal School.*—The aided normal school at Bhimpore in the district of Midnapore consists of a male and a female department. There were in the male department 49 students, and in the female department 30. Of the total number of pupils, 71 are genuine Sonthals; the rest are Bengalis or Uriyas. The teaching staff consists of a Superintendent (the Rev. T. W. Berkholder, M A.) and four pundits The course of studies in the highest class is much the same as that prescribed for the middle vernacular scholarship examination. The students trained in this institution accept appointments in the jungle schools under the American missionaries, on salaries ranging from Rs. 6 to Rs. 8 or Rs. 9 a month.

298. *Kishnaghur Normal School.*—This is a special school under the Church Mission Society, for the training of teachers for mission schools of the middle vernacular and primary classes. The Government grant is Rs. 132-8 a month. There were 30 students on the last day of the year.

299. *The Ranchi Mission School.*—This school is under the Berlin Mission, and had on its rolls 214 students on the 31st March, against 167 of last year.

300. *The Darjeeling Mission School.*—Of this school no report has been received.

301. AIDED NORMAL SCHOOLS FOR MISTRESSES.—Of these there are two with 41 pupils, the Free Church Normal School for natives and the Church of England Zenana Mission Normal School for Eurasians, both in Calcutta. The former, besides its special work as a training school, has obtained marked success in the Entrance and First Arts Examinations. In the latter, Eurasian girls are trained to become teachers in native schools and zenanas; they pay Rs. 15 a month for board and instruction.

302. MADRASSAS.—The following is a comparative statement of the attendance and expenditure of madrassas for the year. The number of students reading in them has increased by 83, and the total expenditure by Rs. 9,788. The Calcutta Madrassa is maintained from provincial revenues; the others from the Mohsin Endowment Fund. The yearly assignments to the latter are—to Dacca, Rs. 10,000; Rajshahye, Rs. 7,000; Chittagong, Rs. 7,000; and Hooghly, Rs. 4,000.

MADRASSAS	Number of pupils	Receipts from Government	Total expenditure
		Rs	Rs
Calcutta (Arabic Department) ...	253	11,632	12,791
Hooghly	43	.....	7,148
Rajshahye	87	...	6,825
Dacca ...	332	...	11,654
Chittagong	314	...	8,583
Joreghat	60	672	1,512
Total ...	1,089	12,304	48,513

303. The distribution of the income arising from the Mohsin Endowment Fund is shown below, together with the actual expenditure for the year:—

Statement of assignments from the Mohsin Endowment Fund.

	Assignment	Expenditure
	Rs	Rs
Assignments to madrassas	28,780	28,412
Ditto for part payment of fees in colleges and schools, and of Arabic and Persian teachers	18,790	18,368
Mohsin scholarships	9,072	8,562
Miscellaneous	70	70
Total ...	56,412	55,412

304. The central examination of all madrassas was held in December 1881. The comparative results are given in the following table:—

MADRASSAS	Number of candidates	First Division	Second Division	Third Division	Total
Calcutta ...	64	24	7	10	41
Dacca	30	4	2	11	17
Chittagong	47	3	5	9	17
Rajshahye	13	1	1	6	8
Hooghly ...	10	2	... ..	3	5
Total ...	164	34	15	39	88

305. The following table gives the results of the examination in fuller detail:—

Central Examination of Madrassas, 1881.

Classes	Madrassas.	Number of candidates.	Number who passed in— First Division.	Second Division.	Third Division.	Total number passed
Fourth-year class	Calcutta	11	6	2	2	10
	Dacca	5	1	1	3	5
	Chittagong	7	1	2	..	3
	Rajshahye	2	1	..	..	1
Third-year class	Calcutta	16	6	2	2	10
	Dacca	5	1	..	2	3
	Chittagong	18	1	3	3	7
	Rajshahye	8	..	..	2	2
Second-year class	Calcutta	18	7	2	2	11
	Dacca	9	2	..	2	4
	Chittagong	8	1	..	3	4
	Rajshahye	3	.....	..	2	2
	Hooghly	5	..	..	3	3
First-year class	Calcutta	19	5	1	4	10
	Dacca	11	.....	1	4	5
	Chittagong	14	.....	..	3	3
	Rajshahye	5	..	1	2	3
	Hooghly	5	2	.....	.....	2
	Total	164	34	15	39	88

Of the 164 candidates, 34 passed in the first division, 15 in the second, and 39 in the third, and 74 failed. In the previous year only 27 passed in the first, 3 in the second, and 46 in the third division, so that the results are an improvement on those of the preceding year. In 1879, however, out of 170 candidates examined, 36 passed in the first, 17 in the second, and 44 in the third division, while 73 failed. The madrassas have, therefore, regained the position they lost in 1880.

306. *Calcutta Madrassa.*—There were on the 31st March 1882, 1,123 students on the rolls, against 1,041 of the previous year. Of these, 253 belonged to the Arabic department, 386 to the Anglo-Persian department, and 484 to the Colinga Branch School. Of the 1,123 pupils, 716 are students of English, and 407 of Oriental languages only. They are distributed as follows:—

Oriental Students.

Arabic department	253
Oriental department of the Branch School	154
Total	407

English Students.

Anglo-Persian department	386
English department of the Branch School	330
Total	716

Three students of the Arabic department and two of the Oriental department of the branch school attend classes of the English department for additional instruction in English. The students of the Arabic department are without exception Sunnis. There are 13 Shiahs in the Anglo-Persian department and four in the Branch School.

307. The total expenditure of the Calcutta Madrassa and the Branch School was as follows:—

	Rs.
Arabic department	12,791
Anglo-Persian department	17,365
Colinga branch school	5,863
Total	36,019

against Rs. 31,887 of the previous year. The increase of cost arises chiefly from (1) special expenditure to the amount of Rs. 2,017 in the purchase of furniture and other necessaries for the boarding establishment of the Arabic department, in accordance with the recommendation of the Committee appointed to consider that subject; (2) grade-increments in the salaries of teachers in the Anglo-Persian department, and also the appointment towards the close of the year of a head-master on Rs. 300 instead of Rs. 200; (3) an increase in the house-rent

SPECIAL INSTRUCTION

sanctioned for the Branch School from Rs. 80 to Rs. 150 a month, together with the appointment of additional teachers in the school.

The fee-receipts were—

	Rs
Arabic department	1,159
Anglo-Persian department ...	4,269
Colinga Branch School	1,113
Total ...	6,541

against Rs. 6,919 of the previous year.

308. Taking the Arabic department by itself, the number of students on the 31st March was 253, against 239 of the preceding year. The annual examination was, as usual, conducted by the Central Board of Examiners appointed to examine the five madrassas at Calcutta, Hooghly, Dacca, Rajshahye, and Chittagong. The results of the examination of the senior and of the two highest of the junior classes are shown in the annexed table :—

Classes	Number of students	Present at the examination	Number passed in the—			
			First Division	Second Division	Third Division	Total
Fourth senior class	13	11		2	2	10
Third ditto	25	16		2	2	10
Second ditto	27	18	7	2	2	11
First ditto	23	19	5	1	4	10
First junior class	19	18		8	4	15
Second ditto	23	21	1	4	3	19
Total	130	103	44	14	17	75

The lower classes were examined by the teachers of the madrassa The result was fairly satisfactory. The number of boarders has increased from 38 to 63, owing to the improvements effected in the boarding accommodation.

309. *Dacca Madrassa* —The number of students on the 31st March 1882 was 332, 113 in the Arabic and 219 in the English departments, against a total of 315 in the previous year.

Of 30 candidates at the central examination 17 passed, against 15 out of 27 of last year. The examination of the junior classes and of the English department was conducted locally. The madrassa has now a separate class reading for the Entrance examination.

The fee-receipts were Rs 1,332, against Rs. 593 in the previous year.

310. *Rajshahye Madrassa.*—The number of students rose from 77 on the 31st March 1881 to 87 on the same date of 1882. The students are all Mahomedans except one, an up-country Hindu.

Of 13 candidates at the central examination eight passed, against the same number of last year. The total cost for the year was Rs. 7,206, against Rs. 7,068, and the fee-receipts Rs. 181, against Rs 131 of the year before The new madrassa building is in course of construction.

311. *Chittagong Madrassa* —The number of students on the 31st March was 314, including 28 boarders, against 266 in the year before. The formation of an elementary class in connection with the madrassa, as reported last year, has been attended with very good results, as the class has received a large accession of students. Seventeen candidates passed the central examination out of a total number of 47, against 18 out of 36 of last year.

The fee-receipts were Rs. 747, against Rs. 536 of the previous year, and the total expenditure Rs. 8,582, against Rs. 7,421.

312. *Hooghly Madrassa* —The number of pupils increased from 34 on the 31st March 1881 to 43 on the same date of 1882. There were six, five, and seven in the third, second, and first-year classes of the senior department, and eight, ten, and seven in the fourth, third, and second-year classes of the junior department respectively Fourteen candidates passed the central examination, out of a total of 22. The receipts were Rs. 5,788, including the Mohsin grant of Rs. 5,627 and fees amounting to Rs. 161. The expenditure was Rs. 2,364.

313. *Joraghat Branch Madrassa* — The number of students on the roll was 60, against 75 of the previous year. No tuition fees were charged. The income

consisted of a monthly grant of Rs 40 from the Mohsin Fund, supplemented by local subscriptions of Rs. 30 a month. Being aided from the Mohsin Fund, this school has been called a madrassa, though it is little more than an elementary English school for Musulman boys. Its classification has accordingly been now changed.

314. *Aided Madrassa.*—There is one aided madrassa, that at Pataspore in the district of Midnapore. It will probably be endowed from private sources. It contains 32 pupils.

315. *Sitapore Unaided Madrassa.*—In accordance with the orders of Government, dated the 23rd April 1879, the Sitapore Madrassa was visited in January last by Moulvie Abdul Hai, of the Calcutta Madrassa. There were 21 students on the rolls, against 22 of last year. Of these, 20 were from the district of Hooghly and one from Mecca. There are three teachers attached to the madrassa—an Arabic teacher, a Persian and Urdu teacher, and a Bengali teacher of mathematics. The attendance is not good, though there is a marked improvement in the health of the students. The result of the examination held, especially of the lower classes, was on the whole good.

316. OTHER SCHOOLS.—There is one aided school of this class, the *Calcutta Music School.* It was opened in 1871 under the auspices of Raja Surendra Mohan Tagore, C.I.E., with the object of imparting instruction in Hindu music on scientific principles. In 1880 it was granted an aid of Rs. 25 a month. It has 52 pupils.

317. Of unaided schools of this class, three are returned with 123 pupils.

(1) *The Madhubani Sanskrit School* is really a combination of three schools, teaching Hindu law, philosophy, and literature respectively. A monthly grant of Rs. 25 has lately been sanctioned for it.

(2.) *The Maurbhanj Jubraj School* was established for the education of the children of the chiefs of Maurbhanj.

(3.) Of the third school no detailed report has been received.

318. SANSKRIT TITLE EXAMINATION.—There were 50 candidates, against 69 of the preceding year. Of these 25 passed, against 31 of the year before. All the candidates except four were Bengalis, two being Uriyas, and the other two Hindustanis. Fifty were Brahmins, one a Vaisya, one a Kayastha, and one a Sadhu (ascetic). Two came from the Benares College, one from the *Math* at the Dasaswamedha Ghat, Benares, one from the Pooree Sanskrit Vidyalaya, two from the Calcutta Sanskrit College, and 44 from the tols of Lower Bengal, including nine from the Mulajor Sanskrit Vidyalaya; three were private students.

319. The following list shows the subjects in which the candidates presented themselves for examination, the number of candidates, and the number who passed:—

	Number of candidates	Number passed
Kavya, or literature	21	14
Smriti, or law—		
Modern ...	16	3
Darsana, or philosophy—		
(*a*)—Logic	5	3
(*b*)—Nyaya . ..	... 4	3
(*c*)—Vedanta philosophy ..	3	1
(*d*)—Sankhya philosophy	... 4	1
Total	.. 53	25

Three of the candidates were absent from the examination. Last year 31 candidates passed out of a total of 66. The results of the examination in Smriti were found to be unsatisfactory.

320. Pandit Mahesh Chandra Nyayaratna observes that the Sanskrit Title Examination has become a popular institution both in Bengal and in the surrounding provinces. Many wealthy Hindoo gentlemen have offered rewards and scholarships for the encouragement of candidates. In addition to the benefactors named in last year's report, the Maharaja of Burdwan has founded four rewards of Rs. 50 each, two to be awarded to pundits and two to successful candidates. Baboo Mohini Mohan Ray, a leading pleader of the High Court, has founded a reward of Rs. 40, to be given to a successful teacher

SPECIAL INSTRUCTION

of Smriti. Raja Pramatha Bhusan Deb Roy of Nuldanga, in the district of Jessore, has founded a scholarship of Rs. 4 a month, tenable for three years, to be awarded to a successful student of Darsana, who is willing to study in any of the six schools of Hindoo philosophy at the Benares College.

321. *Dacca Saraswat Samaj.*—This is an association of pundits formed at Dacca for the promotion of Sanskrit learning. It receives an annual grant of Rs. 500 from Government, to meet a local income of Rs. 1,000. The society bestows titles similar to those conferred on the result of the Sanskrit title examination in Calcutta.

322. AGRICULTURAL SCHOLARSHIPS.—In accordance with a Resolution of the Government of Bengal in 1880, two scholarships were created of the value of £200 a year each, tenable in an English Agricultural College for two years and a half by natives of Bengal, Behar, and Orissa, who have passed the B.A. examination on the physical side. A grant of Rs. 1,000 was also made to each selected candidate for the voyage to England, with a similar allowance for the return journey. At the second election the two scholarships were awarded to Baboo Byomkesh Chakravarti, M.A., and Baboo Giris Chandra Bose, M.A. Both the students had passed the B.A. examination on the physical side, and were at the time of their appointment Lecturers in the Engineering and Cuttack Colleges respectively.

323. *Commercial Schools.*—A commercial class was opened towards the close of the year in connection with the Sonamukhi Middle English School in the district of Bankura, at the instance of the Magistrate, Mr. Anderson. It is in contemplation to attach a similar class to the Rajgram Middle English School. These two places are the great trade centres of the district. The course of instruction in the sixth or highest class of the school comprises—(1) composition of letters and documents in use in mercantile transactions; (2) general geography, with a description of the chief natural products and manufactures of different countries; (3) history of England; (4) elements of political economy; (5) arithmetic, accounts, and book keeping; (6) economical manual of Bengal, Behar, and Orissa, describing in detail the natural products and manufactures of those provinces.

IX.—SCHOLARSHIPS.

SCHOLARSHIPS

324. The distribution of Government scholarships is appended:—

Class of scholarships.	Sanctioned grant	Actual expenditure in 1881-82
	Rs	Rs
Senior ...	24 720	26 200
Junior ...	45,735	43,820
Middle ...	53,244	
Lower	15,144	73,478
Primary	18,480	
Girls' ...	1,800	
Engineering	10,680	7,434
Medical	4,800	5,752
Mohsin	9,072	8,562
Sanskrit College	2,832	2,832
Art School	1,200	1,200
Total	1,87,707	1,69,788

325. The above are Government scholarships. A large number of scholarships have also been founded at various times by private munificence, some of which have been placed at the disposal of the University authorities, and others are awarded by this Department on the result of University or departmental examinations. Amongst the earliest of the endowed scholarships are those created from the old Hindu College Fund, which consist of the Burdwan scholarship of Rs. 50 a month, the Dwarka Nath Tagore scholarship of Rs. 50, the Bird and Ryan scholarships each of Rs. 40, the Gopi Mohan Tagore scholarship of Rs. 30, and two foundation scholarships of Rs. 30 each, all awardable to Hindu graduates of the Presidency College reading for the M.A. degree. The Laha scholarships, founded in 1869 by Babu Durga Charn Laha, of Calcutta, come next in order of importance. This gentleman made over to

SCHOLARSHIPS

Government a donation of half a lakh of rupees for the creation of one medical, two junior, one senior, and three graduate scholarships, besides free-studentships, of the aggregate value of Rs. 251 a month. Among other scholarships founded by individual liberality are the Cowell scholarship, tenable in the Sanskrit College; the Goodeve and the Abdool Gunny scholarships, tenable in the Medical College; the Hara Kumar Tagore Sanskrit and the Prasanna Kumar Tagore Law scholarships, founded by the Hon'ble Maharaja Sir Jotendro Mohan Tagore, K.C.S.I.; the Gobindprasad senior scholarship, tenable at the Presidency College; the Maharajah of Hill Tipperah scholarship, tenable at any college; the Rani Katyani scholarships, tenable in the Hooghly College; the Haraballabh Narayan scholarship and the Pearson scholarship, tenable in the Patna College; the Lachman Prasad scholarship, tenable in the Midnapore College; the Dhenkanal and Maurbhanj scholarships, tenable in the Cuttack College; the Prince of Wales' scholarships, created by Rajah Shyama Nund De of Balasore, also tenable in the Cuttack College; the Kheter Nath Chatterjea scholarships and free-studentships, founded for the benefit of boys from Barasat and its neighbourhood; the Temple scholarship of Jessore; the Victoria scholarship, Rungpore; the Hurrish Chundra scholarship, Mymensingh; the Steuart Bayley scholarship and the Eden scholarship, Gya; besides others that have been created by public subscriptions as memorials of persons or events. Since April 1881 the following scholarships have been founded in connection with this department:—(1) Rani Madhumati Devi's scholarship of Rs 4 a month, awardable on the result of the Sanskrit Title examination; invested capital, Rs. 3,700. (2) Maharani Sarnamayi's Sanskrit scholarships of Rs. 8, Rs. 7, Rs. 6, and Rs. 4 a month, awardable on the results of the same examination; invested capital, Rs. 8,000. (3) Khetramani Devi's annual prize of Rs. 40, also in connection with the above examination; invested capital, Rs. 1,000. (4) The Maharaja of Burdwan's two annual scholarships of Rs. 50 each, and two annual rewards of Rs. 50 each, founded with the same object. (5) The Raja Kali Narayan Roy scholarship of Rs. 20 a month, tenable for one year in the Honour class of the Dacca College; invested capital, Rs 6,000. (6) The Harrison scholarships of Rs. 2 a month, awardable annually on the results of the primary scholarship examination in the Midnapore district; invested capital, Rs. 2,500.

326. In addition to the scholarship endowments there are many invested funds of other kinds, created for educational purposes; the chief among them being the Mohsin Endowment of Rs. 10,08,000; the Rajshahye College Endowment yielding Rs. 11,000 a year; the Midnapore College Endowment Fund, yielding an income of Rs. 3,040; the Kishnaghur College Endowment Fund, yielding Rs. 1,600; the Berhampore College Building and Hostel Funds, yielding Rs. 1,120; and the Tikari, Uttarpara, and Mozufferpore School Funds, yielding from Rs. 1,200 to Rs 2,000 a year. The number of funds under the control of this department exceeds 100.

X.—EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

327. Under this head I have nothing to add to my remarks of previous years. The value of University degrees and honours is recognized not only by the State in every department of the public service, but also by large zemindars and other men of wealth, who require the services of educated and trustworthy men for the management of their affairs The Government of Bengal has always offered encouragement to distinguished students of the University, and has selected a number of such students year by year for responsible and honourable employment in the public service. Yet it has recently been estimated that, notwithstanding the encouragement thus offered, only 526 graduates, out of some 1,600 that have taken the B.A. degree since the establishment of the University, are employed in the service of the State. It is satisfactory to know that for every graduate so employed there are two that find occupation in other lines of life; and that fact throws considerable light on the statement so often made that the educated Bengali looks to no other career than the public service. That service would certainly gain in efficiency by enlisting a large number of well-educated young men in its ranks; and in this point of view it would appear that it is rather in the interests of the State than in the interests of the graduates that their more extensive employment in public offices may be most strongly urged.

XI.—SCHOOL-BOOKS.

SCHOOL BOOKS.

328 The functions of the Central Text-book Committee, as defined in the orders of Government dated the 13th August and 4th October 1875, were confined to the examination and selection of text-books in certain subjects for the middle and lower vernacular scholarship examinations. The Resolution of the Government of Bengal, dated the 7th January 1882, directed that the Committee should not only prepare a list of books classified according to the several subjects of the middle scholarship course, including language, both English and vernacular, but should also undertake the duty of preparing lists of text-books in all subjects adapted to the standard of each class in a middle school. Such an extension of the Committee's field of labours rendered it necessary to strengthen that body by the appointment of new members. The Committee up to that time consisted of the Inspector of Schools, Presidency Circle, *ex-officio*, Dr. Rajendra Lal Mitra, Rai Bahadur, C.I.E., the Hon'ble Bhoodeb Mookerjee, C.I.E, and Rai Kanai Lal De Bahadur; and the following additional members were accordingly appointed:—Nawab Abdul Lutif Khan, Pundit Mahesh Chandra Nyayaratna, C.I.E, Babu Rajkrishna Mookerjea, M A, B.L., Babu Surja Kumar Sarvadhikari, and Dr Uday Chund Dutt. The duty of examining and selecting suitable text-books is one requiring considerable ability and judgment, and the decisions of the Committee, composed as it is of well-known native scholars, are likely to command public confidence.

329. The Behar Committee, as a branch of the Central Committee, consists of Nawab Syed Wilayat Ali Khan, C.I.E., as President, Pundit Chhattu Ram Tewari as member, and the Inspector of Schools, Behar Circle, as member and Secretary. Besides examining and approving the Hindi and Urdu text-books already in use, the Committee, with the help of the Correctors' Committee at Bankipore, have given the most material and sustained help in passing through the press the Hindi version of Dr. Cunningham's Sanitary Primer, first in the Deva Nagri, and subsequently in the newly founded Kaithi type. The following school-books in Hindi were issued from the Patna Press during the year:—

1. History of Subah Bengal (Bengal, Behar, and Orissa)
2. Gyanankur (a reader)
3. Bhasha Tattadwipika (a grammar)
4. Euclid, Book I
5. Khetradarpan (elementary mensuration) by Ibn-i-Husain
6. Geography of Gya district
7. Khetramiti (mensuration)
8. Chemistry

Numbers 1 to 4 are new and revised editions of standard works, numbers 5 and 6 are new compilations, and numbers 7 and 8 are translations of two standard Bengali school-books, suited to the requirements of middle schools and normal schools. "As the series of Hindi school-books for Behar approaches completion," adds Baboo Bhudeb Mookerjea, "the necessity for the establishment of book agencies in different parts of the province, with a central book-depôt at Bankipore, is more and more felt. The assignments heretofore made by the District Magistrates out of the primary grant for the purchase of Hindi books for prizes have rendered no small help to authors, and a continuance of the present system will render unnecessary any application to Government for funds for the encouragement of literature."

330. In Orissa the examination and selection of text-books are entrusted to a Committee consisting of the Joint-Inspector of Schools, *ex-officio*, Baboo Madhu Sudan Rao, Deputy Inspector of Schools, Cuttack district, and Baboo Piyari Mohun Acharjea, manager of the Cuttack Academy, a private institution. The grant of Rs. 3,400, made by Government for Uriya text-books on geometry, algebra, trigonometry, and botany, has led to the production of manuscript works on chemistry, algeb a, and trigonometry, which have been submitted to the Examination Committee. The offer of a reward for an agricultural primer has been renewed, together with a scheme for the guidance of intending competitors. A useful geography of Orissa has been published by Baboo Dwarka Nath Chakrabatti, head-master of the Cuttack Normal School, but a good map of Orissa is required in order to facilitate the study of this useful subject. There is a prospect of this long-felt necessity being

supplied, the Calcutta School-Book Society having undertaken to prepare and print cheap Uriya maps for use in the vernacular schools of Orissa. SCHOOL BOOKS.

331. The distribution of school-books in Bengal is largely effected through the agency of the Calcutta school-book society, which receives a grant of Rs. 200 a month from Government to assist it in carrying out one of the objects with which it was established, namely, the sale of books in distant parts of Bengal at Calcutta prices. In the year 1881 the Society sold in Calcutta, and at its 150 agencies in different parts of the country, 208,000 books at a price of Rs. 89,710. The other object with which the Society was established, namely, the production of school-books, has long since been transferred to the charge of private enterprise; and indeed its function as a distributor of books is being rapidly restricted. The Calcutta trade has entirely passed into the hands of private booksellers; and even in the large towns private trade is driving it from the field. Its most useful function in such places is to keep down prices by competition. The Society has amassed, in the 65 years of its existence, a large capital, which is now valued at Rs. 1,37,000.

332. The only school-book that has been brought out in recent years by the direct agency of Government is the translation of Dr. Cunningham's Sanitary Primer, of which official translations into Bengali, Hindi, and Uriya have been made. Of the Bengali edition 74,000 copies have been distributed; of which 4,641 copies were supplied free of charge, and the remainder were sold, realising a price of Rs. 3,569.

A. W. CROFT,

Director of Public Instruction.

EDUCATION.—GENERAL FORM NO. I.

Return of Colleges, Schools and Scholars in the Lower Provinces of Bengal for the official year 1881-82.

AREA AND POPULATION OF THE PROVINCE				COLLEGES, SCHOOLS AND SCHOLARS		UNIVERSITY EDUCATION.	SECONDARY EDUCATION.		PRIMARY EDUCATION	SPECIAL OR TECHNICAL EDUCATION.								INDIGENOUS EDUCATION.		PERCENTAGE OF SCHOOLS AND SCHOLARS TO POPULATION		
Number of districts.	Number of divisions.	Total area.	Total population.			Colleges.	High schools.	Middle schools.	Primary schools.	Schools of art.	Medical schools.	Engineering and surveying schools.	Normal schools.	Industrial schools.	Madrasahs.	Other schools.	Total.	Indigenous schools of special instruction.	Grand total.	High schools.	Middle schools.	Primary schools.
1	2	3	4	5		6	7	8	9	10a	10b	10c	10d	10e	10f	10g	10	11	12	13	14	15
45, including Calcutta.		188,729 square miles.	69,535,344	Institutions.	For males ...	31	217	1,677	50,788	1	4	4	20	3	10	4	46	4,264	57,023	·0003	·0024	·07303
					„ females ...	1	6	45	991	.	.	.	2	...	...		2	11	1,056	·000008	·00006	·0014
					Total	32	223	1,722	51,779	1	4	4	22	3	10	4	46	4,275	58,079	3 000	·0024	·0744
				Scholars ..	Males ..	3 486	45,591	94,726	849,432	77	310	161	977	113	1,301	171	3,110	55,763	1,063,108	·06	1	1 2
					Females ...	6	746	3,589	37 966	...	..	...	71	...	...	4	75	1,155	43,537	·001	005	·05
					Total ..	3 492	46,337	98,315	898,398	77	310	161	1,048	113	1,301	175	3,185	56,918	1,106,645	06	·1	1 2

EDUCATION.—GENE

Return of Colleges, Schools and Scholars in the Lower Provinces of

CLASS OF INSTITUTIONS	GOVERNMENT INSTITUTIONS.							AIDED INSTITUTIONS.						
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March learning— English.	A classical language.	A vernacular language.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March learning— English.	A classical language.	A vernacular language.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
UNIVERSITY EDUCATION.														
Arts Colleges.														
English	13	1,305	1,177	1,009	1,264	1,071	.....	5	895	765	647	895	864	.....
Colleges or Departments of Colleges for professional training.														
Law	7	270	323	278	270	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medicine	1	117	204	201	117	.....	.....	.....	.....	.....	.....	.....	.....	.....
Engineering	1	170	126	109	170	.....	.....	.....	.....	.....	.....	.....	.....	.....
SECONDARY EDUCATION.														
High and Middle Schools.														
For boys—														
High Schools ... English	51	14,705	13,583	10,839	14,720	5,852	7,286	104	14,187	12,602	9,859	13,348	4,504	8,913
Middle Schools ... English	10	1,390	1,172	887	973	435	1,027	479	30,038	27,162	20,618	20,004	337	25,294
Middle Schools ... Vernacular	183	10,467	9,463	7,194	1,387	.....	9,794	791	41,023	37,691	29,224	2,867	189	41,262
For girls—														
High Schools ... English	1	100	100	77	58	7	93	2	271	260	260	271	77	33
Middle Schools ... English	1	199	185	95	25	3	199	25	1,853	1,741	1,486	1,820	25	182
Middle Schools ... Vernacular	.....	.....	.....	.....	.....	.....	.....	14	509	505	394	16	.....	492
PRIMARY EDUCATION.														
Primary Schools.														
For boys—														
Upper primary	18	659	574	390	.....	.....	659	1,947	65,162	59,126	47,141	297	13	65,130
Lower ditto	10	257	231	164	.....	.....	257	44,606	754,918	658,255	554,417	258	49,615	742,285
For girls—														
Upper primary	.....	.....	.....	.....	.....	.....	.....	302	5,964	5,460	4,103	271	..	5,857
Lower ditto	.....	.....	.....	.....	.....	.....	.....	620	9,500	8,573	6,377	13	411	9,210
SPECIAL EDUCATION.														
Schools for special or technical training.														
School of Art	1	77	73	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medical Schools	4	310	304	300	82	.....	228	.....	.....	.....	.....	.....	.....	.....
Engineering and Surveying Schools	3	114	103	88	63	.....	51	.....	.....	.....	.....	.....	.....	.....
Normal Schools for Masters	16	672	599	503	21	373	651	4	335	299	278	69	26	335
Normal Schools for Mistresses	.....	.....	.....	.....	.....	.....	.....	2	41	35	34	41	3	38
Industrial Schools	2	88	84	68	.....	.....	61	.....	.....	.....	.....	.....	.....	..
Madrasahs	6	1,089	913	671	322	770	131	1	32	28	24	.....	.....	32
Other Schools	.....	.....	.....	.....	.....	.....	.....	1	52	43	25	.....	.....	52
INDIGENOUS EDUCATION.														
Indigenous schools of special instruction.														
Pathsalas	.....	.....	.....	.....	.....	.....	.....	1,510	28,835	25,354	20,627	.....	.....	28,835
Tols	.....	.....	.....	.....	.....	.....	.....	288	2,167	1,876	1,896	.....	2,167	87
Maktabs	.....	.....	.....	.....	.....	.....	.....	909	9,789	8,802	7,766	.....	7,405	5,804
Total	327	32,079	29,324	22,920	19,472	8,511	20,437	51,510	966,070	845,577	705,100	40,169	65,636	933,627

I.—The term classical language in columns 7, 14, 21,
II.—When boys and girls attend the same school, the column of remarks should shew

RAL FORM 2.

Bengal for the official year 1881-82.

Unaided Institutions under regular inspection.							Grand total of Institutions.	Grand total of scholars on 31st March.	Grand Total of Scholars on 31st March learning—			Classification according to Race or Creed of the Scholars on 31st March.					Remarks.
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March learning— English.	A classical language.	A vernacular language.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
16	17	18	19	20	21	22	23	24	25	26	27	28a	28b	28c	28d	28e	29
5	545	466	392	545	523	.....	22	2,745	2,704	2,458	.....	46	28	2,530	106	35	6 girls.
1	190	.....	.....	190	.....	.....	8	460	460	.....	.....	2	2	444	12	.....	
	.....	.....	.....	.....	.....	.....	1	117	117	.....	.....	44	4	69	.....	.....	
..	.....	.....	.....	.....	.....	.....	1	170	170	.....	.....	66	2	91	2	9	
62	16,615	15,241	13,079	15,993	5,990	7,623	217	45,597	44,061	16,346	23,822	1,713	302	39,426	3,875	281	40 girls.
138	7,629	7,016	5,518	4,640	109	6,769	627	39,057	25,617	881	33,090	1,018	398	32,349	5,053	239	505 do.
76	4,351	3,861	3,070	165	.....	4,351	1,050	56,441	4,419	189	55,407	.....	100	48,189	7,735	417	585 do.
3	369	363	316	369	86	73	6	740	698	170	199	559	64	79	.....	38	43 boys.
4	238	208	198	238	.....	.....	30	2,290	2,083	28	381	1,740	347	179	4	11	318 do.
1	19	10	9	10	.....	19	15	527	26	.....	511	4	148	363	6	6	
79	2,777	2,653	1,776	50	.....	2,760	1,944	68,598	347	13	69,555	1	534	55,298	11,500	1,265	1,940 girls.
4,228	57,164	50,511	43,649	124	479	56,844	48,844	812,339	382	50,094	799,366	.....	2,892	586,158	205,716	17,576	18,804 do.
22	1,165	1,055	706	21	.....	1,165	324	7,020	292	... ..	7,022	7	600	6,255	125	33	66 boys.
47	932	814	653	.....	.....	932	667	10,432	13	411	10,142	9	566	8,325	1,445	87	173 do.
.....	.....	.....	.....	.....	.....	.....	1	77	.....	.....	.....	3	.....	73	1	.....	
.....	... ..	... ..	.....	.....	.....	.....	4	310	82	.....	228	.....	2	226	77	5	
1	47	40	37	47	.....	.....	4	161	110	.....	51	.....	.....	142	19	.....	
.....	.....	.....	.....	.....	.....	.....	20	1,007	69	390	936	.....	288	585	55	79	30 girls.
.....	.....	....	.....	.....	.....	.....	2	41	41	3	38	11	30	.....	.....	.....	
1	25	21	20	.....	.....	25	3	113	.....	.....	86	.....	26	41	45	1	
3	180	164	135	.....	180	.....	10	1,301	322	950	163	.....	.....	14	1,287	.....	
3	123	104	80	1	117	6	4	175	1	117	58	.....	1	174	.....	.....	4 do.
505	6,348	5,562	5,030	3	.....	6,346	2,015	35,183	3	.....	35,181	.....	107	22,031	12,852	193	798* girls.
722	5,513	5,227	3,995	.....	5,465	58	1,010	7,680	.....	7,632	145	.....	.....	7,670	.....	10	1 girl.
341	4,266	3,571	3,267	.....	2,726	1,914	1,250	14,055	.....	10,131	7,718	.....	.....	1,862	12,193	.....	358 girls.
6,242	108,496	96,887	81,030	22,396	15,675	88,885	58,079	1,106,645	82,037	89,822	1,043,140	5,232	6,450	812,571	262,108	20,284	23,078 girls in boys' schools 600 boys in girls' schools.

* Of this number, 53 girls attended both pathsalas and maktabs.

and 26 includes European and classical languages.
the number of girls in boys' schools, and the number of boys in girls' schools.

EDUCATION.—GENE

Return of Expenditure on Educational Establishments

CLASS OF INSTITUTIONS.	GOVERNMENT INSTITUTIONS.								AIDED INSTITUTIONS.							
	Provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Fees.	Municipal grants.	Other sources.	Total.	Provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Fees.	Municipal grants.	Other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2g	2	3a	3b	3c	3d	3e	3f	3g	3
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.																
English	2,55,828	...	17,540	.....	1,03,831	....	126	3,77,334	21,450	.....	29,430	11,601	41,354	.....	37,964	1,41,789
Colleges or Departments of Colleges for Professional Training.																
Law	.....	...	800	.....	27,235	.....	.....	28,035	.....	.....	.....	.....	.....	.....	.....	.....
Medicine	1,54,737	...	.....	.....	10,667	.....	.....	1,65,404	.....	.....	.....	.....	.....	.....	.....	.....
Engineering	49,665	...	.....	.....	4,461	.....	.....	54,126	.....	.....	.....	.....	.....	.....	.....	.....
SECONDARY EDUCATION.																
High and Middle Schools.																
For boys—																
High Schools ... English	1,67,429	205	14,407	7,869	2,71,994	726	7,835	4,70,465	75,604	.....	22,038	74,554	2,05,201	3,860	20,937	4,02,794
Middle ditto { ditto	23,872	...	.....	80	13,362	600	500	38,420	1,34,533	817	1,078	1,54,275	1,09,501	7,391	10,011	4,17,066
Middle ditto { Vernacular	51,868	390	.....	5,620	22,797	210	617	81,506	1,04,507	.....	773	83,815	90,529	2,347	7,174	3,89,145
For girls—																
High schools ... English	12,000	...	.....	.....	3,488	.....	.....	15,488	4,304	.....	.....	2,190	33,290	.....	.....	39,793
Middle ditto ... { ditto	4,928	...	.....	889	.....	.....	.....	5,817	27,060	.....	3,851	30,524	34,820	.....	1,921	98,176
Middle ditto ... { Vernacular	.....	...	.....	.....	.....	.....	.....	.....	3,611	.....	231	5,686	278	300	74	10,270
PRIMARY EDUCATION.																
Primary Schools (Vernacular).																
For boys—																
Upper Primary	2,173	...	.....	.....	.....	.....	46	2,219	90,094	657	.....	28,670	67,515	1,281	16,275	2,14,092
Lower ditto	962	...	.....	55	.....	.....	.....	1,017	3,75,561	7,464	104	1,15,012	9,96,555	1,660	1,07,257	16,03,593
For girls—																
Upper Primary	.....	...	.....	.....	.....	.....	.....	.....	32,511	.....	6,147	75,040	8,843	657	6,319	1,29,722
Lower ditto	.....	...	.....	.....	.....	.....	.....	.....	16,012	.....	30	11,084	1,315	364	3,254	32,059
SPECIAL EDUCATION.																
Schools for Special or Technical Training.																
School of Art	20,062	...	.....	.....	1,958	.....	.....	22,020	.....	.....	.....	.....	.....	.....	.....	.....
Medical schools	74,840	...	.....	.....	7,597	.....	260	82,697	.....	.....	.....	.....	.....	.....	.....	.....
Engineering and Surveying schools	7,097	...	.....	.....	741	.....	.....	7,838	.....	.....	.....	.....	.....	.....	.....	.....
Normal schools for masters	62,004	350	.....	.....	581	.....	3	62,938	4,758	.....	.....	15,593	273	.....	.....	20,624
Ditto for mistresses	.....	...	.....	.....	.....	.....	.....	.....	3,454	.....	.....	.....	2,073	.....	1,212	6,739
Industrial schools	1,320	...	.....	.....	.....	.....	400	1,720	.....	.....	.....	.....	.....	.....	.....	.....
Madrassahs	12,304	...	62,229	360	3,580	.....	10	48,513	.....	.....	50	.....	.....	.....	.....	50
Other schools	.....	...	.....	.....	.....	.....	.....	.....	300	.....	.....	556	344	.....	.....	1,200
INDIGENOUS EDUCATION.																
Indigenous Schools of Special Instruction.																
Pathsalas	.....	...	.....	.....	.....	.....	.....	.....	1,455	.....	.....	4,544	30,520	...	7,936	44,205
Tols	.....	...	.....	.....	.....	.....	.....	.....	1,540	....		1,802	494	.....	2,641	6,477
Maktabs	.....	...	.....	.....	.....	.....	.....	.....	977	...		4,166	17,033	..	8,140	30,316
UNIVERSITY	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	..	..	.....	.....	.....	.....
DIRECTION	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
INSPECTION	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
DISTRICT COMMITTEES	.....	...	.....	.....	.....	.....	.....	..	.....	.....	..	..	.	.....	.....	.....
SCHOLARSHIPS { Colleges	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
SCHOLARSHIPS { Schools	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
BUILDINGS	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
MISCELLANEOUS	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	9,01,069	945	65,015	14,873	4,72,292	1,543	8,803	14,65,559	9,07,331	8,938	64,392	6,70,26	16,40,012	18,150	2,90,715	55,48,7 10

RAL FORM 3.

in the Lower Provinces of Bengal for the official year 1881-82.

Unaided Institutions under regular inspection.						Total Government expenditure.	Total expenditure from other sources.	Grand total of expenditure.	Percentage on total expenditure.	Average annual cost of educating each pupil.					Remarks.
										Government Institutions.		Aided Institutions		Unaided Institutions	
Endowments.	Subscriptions.	Fees.	Municipal grants.	Other sources.	Total.					Total cost.	Cost to Government.	Total cost.	Cost to Government.	Total cost.	
4a	4b	4c	4d	4e	4	5	6	7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
...	.....	2,077*	.....	2,965*	5,042*	2,77,278	2,46,887*	5,24,165*	8·1	320 9 5	217 5 8	185 5 6	28 0 7	48 7 8	* Exclusive of expenditure in the Metropolitan Institution, the La Martiniere and the Albert Colleges.
...	...	.....	.....	.....	.....	...	28,035	28,035	·4	86 12 8	.....	.....	.....	.....	
....	...	.....	.....	.....	.....	1,54,737	10,667	1,65,404	2·5	810 12 10	758 8 2	.....	.....	.....	
...	.....	.....	.....	.....	.....	40,665	4,461	54,126	·8	429 9 1	394 2 8	.....	.....	....	
19,122	89,133	66,508	1,570	12,747	1,41,080	2,43,033	7,71,306	10,14,339	15·8	34 10 2	12 5 2	31 15 4	5 15 11	9 4 1	
84	26,062	20,468	453	9,339	56,706	1,58,405	3,54,387	5,12,792	7·9	32 12 6	20 5 10	15 6 0	4 15 3	8 1 3	
770	11,362	4,280	650	5,155	22,787	1,56,375	2,37,065	3,93,440	6·1	8 9 6	5 7 6	7 10 8	2 12 4	5 14 5	
.....	.....	.....	.....	.....	.....	16,304	38,977	55,281	·8	154 14 0	120 0 0	153 0 9	16 8 10	....	
.....	.....	... .	.....	.....	.....	31,988	72,005	1,03,993	1·6	31 7 1	26 10 2	56 6 2	15 8 8	.....	
.....	.....	33	.....	453	486	3,011	7,145	10,756	·1	... ..	.....	20 5 4	7 2 4	48 9 7	
3	2,422	2,843	.....	5,046	9,814	1,01,867	1,24,258	2,26,125	3·5	3 13 10	3 12 6	3 9 11	1 10 11	3 11 2	
39	16,194	89,089	1,623	15,988	1,20,833	3,76,523	14,08,620	17,85,143	27·8	4 6 5	4 2 7	2 8 7	0 9 2	2 6 2	
.....	6,357	322	893	12	7,584	32,511	1,04,795	1,37,306	2·1	.....	.....	23 12 1	5 15 3	7 3 0	
350	2,345	157	36	2,522	6,010	16,012	22,057	38,069	·5	.....	.....	3 11 9	1 13 10	7 6 1	
.....	.....	.....	.....	.....	.....	20,062	1,958	22,020	·3	301 10 3	274 13 1	.....	.....	.....	
... ..	.....	.....	.....	.....	.....	74,840	7,857	82,697	1·2	209 14 3	189 15 2	.....	.....	.....	
.....	80	44	.....	.....	124	7,097	865	7,962	·1	76 1 6	68 14 5	.....	.....	3 1 7	
.....	.....	.....	.....	.....	.....	66,762	16,800	83,562	1·3	105 1 1	103 8 2	68 15 7	15 14 7	.....	
.....	.....	.....	.....	.....	.....	3,454	3,285	6,739	·1	.....	.....	192 8 8	98 10 11	.....	
.....	120	.....	.....	.....	120	1,320	520	1,840	·02	20 7 7	15 11 5	.....	.....	5 11 5	
4,350	.....	.....	.....	504	4,854	12,304	41,113	53,417	·8	53 2 2	13 7 7	1 12 6	.....	29 9 6	
1,800	1,804	.....	.....	1,405	5,009	300	5,969	6,269	·09	.....	.....	27 14 6	6 15 7	48 11 10	
.....	482	5,208	.....	1,464	7,154	1,455	49,904	51,359	·8	... .	.....	1 11 10	0 0 11	1 4 6	
2,239	2,715	2,546	36	28,607	36,143	1,540	41,080	42,620	·6	.....	.....	3 7 2	0 13 1	6 14 7	
2,340	4,692	7,601	.....	2,335	16,428	977	47,767	48,744	·7	...	.....	3 7 1	0 1 9	5 2 6	
.....	.....	.....	.....	.....	.....	.....	55,618	55,618	·8	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	54,241	.....	54,241	·8	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	3,66,523	1,810	3,68,333	5·7	... .	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	17,164	.....	17,164	·2	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	88,206	17,803	1,01,009	1·5	.....	.....	.....	. ....	.....	
.....	.....	.....	.....	.....	.....	73,478	3,104	76,582	1·1	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	2,11,672	27,515	2,39,187	3·7	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	....	35,076	7,190	42,266	·6	.....	.....	.....	.....	.....	
32,397	1,11,889	2,09,236	5,261	92,542	4,41,324	26,49,092	37,61,153	64,11,105	100·	.....	.....	.....	.....	.....	

EDUCATION.—GENERAL FORM 4.

Return showing the Results of Prescribed Examinations in the Lower Provinces of Bengal during the official year 1881-82.

NATURE OF EXAMINATION.	Number of institutions sending examinees.			Number of pupils on their rolls at the beginning of the year			Number of examinees				Number passed.				Percentage of passed scholars on total number on rolls at beginning of the year.	
	Government institutions.	Other institutions.	Total.	Government institutions.	Other institutions.	Total	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
ARTS COLLEGES—																
Master of Arts	6	4	10	1,091	1,026	2,117	51	16	1	68	21	4	1	26	1·9	·3
Bachelor of Arts	7	5	12	1,140	1,110	2,250	143	143	18	309	59	32	4	95	5·2	2·9
First Arts	12	7	19	1,290	1,188	2,448	378	428	27	833	171	116	8	295	13·5	9·8
COLLEGES FOR PROFESSIONAL TRAINING—																
Law—																
Bachelor of Law	5	...	5	349	...	349	103	..	...	103	67		...	67	19·2	
Medicine—																
M. B.	1	...	1	123	..	123	21	..	..	21	10	...	...	10	8·1	..
First M. B.	1	.	1	123	...	123	38	...	.	38	12	..	...	12	9·7	
L. M. S.	1		1	123	.	123	31	...		31	10	...	..	10	8·1	..
First L. M. S.	1		1	123	...	123	3			3	..	...	..		.....	..
Engineering—																
L. C. E.	1	..	1	172	.	172	12	..	..	12	6	..		6	3·4	..
SCHOOLS OF GENERAL INSTRUCTION.																
Matriculation (Boys)	50	155	205	13,867	28,691	42,558	789	1,259	52	2,100	460	551	11	1,022	3·3	1·9
Matriculation (Girls)	1	2	3	109	503	612	3	2	..	5	2	2		4	1·8	·4
Middle English scholarship examination (Boys)	12	347	359	1,097	24,000	25,097	33	873	56	962	29	623	31	683	2·6	2·6
Middle English scholarship examination (Girls)	1		1	109		109	4			4	4	..		4	3·7	
Middle vernacular scholarship examination (Boys)	152	850	1,002	9,224	52,813	62,037	582	2,421	347	3,350	387	1,668	120	2,175	4·2	3·1
Middle vernacular scholarship examination (Girls)	...	..	..	...	..	..	...	..	..	..	..	..	..	..	..	..
Upper primary scholarship examination (Boys)	15	1,252	1,267	664	40,573	41,237	43	3,016	83	3,142	37	1,887	43	*1,967	5·6	4·6
Upper primary scholarship examination (Girls)		10	10	..	358	358		14	1	15		12	1	13	.....	3·3
Lower primary scholarship examination (Boys)	7	8,189	8,196	223	204,391	205,154	19	29,162	1	29,182	11	15,975	1	†15,987	4·9	7·7
Lower primary scholarship examination (Girls)		87	87	...	2,012	2,012		184	2	186	..	142	2	144	..	7·0
SCHOOLS OF SPECIAL INSTRUCTION—																
Vernacular Medical Examination	13		3	416	.....	416	76	...	.	76	68	.	..	68	16·3	.
Examination in Surveying	3		3	119	.. .	119	48	..	..	48	39		...	39	32·7	
" of Foremen Mechanics	1		1	20	..	20	20	..		20	20			20	..	
Upper Normal School examination	8		8		...	.....	282	..	16	298	259		6	265	...	
Lower " "	11	...	11		....	...	.	..	...	...	200	..	..	200	..	
Examination for Sanskrit Titles		...			.....	..	...		...	53	..	..	...	25	....	..
" of Madrasahs	5		5	931	.....	931	164	..	...	164	88	.		88	9·4	

* Exclusive of 364 passed candidates from the lower classes of middle schools

† Exclusive of 82 passed candidates from the lower classes of middle schools, and of 348 passed candidates (of whom two were girls) from the lower classes of upper primary schools.

‡ Examination return not received from Dacca.

N.B In columns 13 and 14 the percentage has been calculated on the total number of pupils on the rolls of all schools of the class, not of those only which sent candidates to the examination.

RETURN of the Class of Instruction at the Schools in Bengal for the year 1881-82.

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising pupils who have reached a standard equivalent to that of admission to the 1st or 2nd class of a school teaching the University Entrance Course.			Middle Stage. Comprising all pupils who are between the high and the upper primary stage.			Upper Primary Stage. Comprising pupils who have passed beyond the primary scholarship, but not beyond the lower vernacular scholarship standard.			Lower Primary Stage. Comprising pupils who have not passed beyond the primary scholarship standard.						Total.		
												Can read, write, and understand easy sentences in their mother tongue.			Cannot read, write, and understand easy sentences in their mother tongue.					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Boys' Schools—																				
High English .. Government	51	14,795	2,735	.....	2,735	6,770		6,770	2,725	.....	2,725	2,151	.....	2,151	414	.....	414	14,795	.....	14,795
Aided	104	14,187	1,945	1	1,946	5,235	2	5,237	3,183	6	3,194	2,877	4	2,881	925	4	929	14,170	17	14,187
Unaided	62	16,615	3,034	.....	3,034	7,726	6	7,732	2,935	7	2,942	2,132	12	2,144	756	7	763	16,583	32	16,615
Middle English .. Government	10	1,390	.....	.....	.. ..	580	3	583	371	3	374	264	3	267	162	4	166	1,377	13	1,390
Aided	479	30,038	15	.....	15	6,439	54	6,493	7,477	84	7,561	10 059	122	10,181	5,643	145	5,788	29,633	405	30,038
Unaided	138	7,629	...	.....	.....	1,265	.....	1,265	1,654	2	1,656	2,783	28	2,811	1,540	57	1,897	7,542	87	7,629
Middle Vernacular Government	183	10,467	... ..	.....	.....	2,044	1	2,045	2,462	.....	2,462	3,047	15	3,062	2,879	19	2,898	10,432	35	10,467
Aided	791	41,623	64	... ..	64	6,716	5	6,721	8,381	23	8,404	13,184	157	13,341	12,746	347	13,093	41,091	532	41,623
Unaided	76	4,351	.....	.....	.....	594	.....	594	797	1	798	1,507	7	1,514	1,435	10	1,445	4,333	18	4,351
Upper Primary .. Government	18	659	.....	.....	.....	.....	.....	... .	162	...	162	273	1	274	222	1	223	657	2	659
Aided	1,847	65,162	.....	.....	.....	523	.....	523	10,723	53	10,776	25,094	498	25,592	26,949	1,322	28,271	63,289	1,873	65,162
Unaided	79	2,777	.....	.....	.....	18	.....	18	435	.....	435	964	8	972	1,295	57	1,352	2,712	65	2,777
Lower Primary .. Government	10	257	.....	.....	.....	.....	.....	... ..	.....	... ..	... ..	100	4	104	146	7	153	246	11	257
Aided	44,606	7,54,918	... ..	.....	.....	44	... ..	44	7,108	68	7,176	288,385	3,581	291,966	441,428	14,304	455,732	736,965	17,953	754,918
Unaided	4,228	57,164	.....	... .	.....	7	.....	7	242	.....	242	20,597	160	20,757	35,478	680	36,158	56,324	840	57,164
Girls' Schools—																				
High English .. Government	1	100	.....	7	7	.....	7	7	...	44	44	.....	34	34	. ....	8	8	....	100	100
Aided	2	271	.....	21	21	6	49	55	20	63	83	10	99	109	. ..	3	3	36	235	271
Unaided	3	369	. ...	75	75	... ..	148	148	.....	67	67	7	55	62	.....	17	17	7	362	369
Middle English .. Government	1	199	.....	.... .	.....	.....	7	7	..	19	19	.... .	68	68	.....	105	105	....	199	199
Aided	25	1,858	.....	3	3	31	315	346	24	342	366	71	567	638	145	355	500	271	1,582	1,853
Unaided	4	238	... ..	12	12	16	80	96	1	32	33	4	40	44	26	27	53	47	191	238
Middle Vernacular Government	.. ...	....	.....	.....	.....	. ....	.. .	..	....	.. .	.....	.....	.. ..	... .	.....	..	.... .	.....	... ..	... ..
Aided	14	508	.....	.....	.. ..	.....	60	60	.... .	57	57	.....	251	251	.....	140	140	.....	509	509
Unaided	1	19	.....	.....	.....	.....	3	3	.....	4	4	....	4	4	.....	8	8	.....	19	19
Upper Primary .. Government	... ..	... ..	... .	.... .	.....	. ..	... .	.....	.....	. ..	.....	....	.....	.....	.....	... .	.....	.....	... ..	... ..
Aided	302	5,864	.....	.....	.....	.....	14	14	6	1,211	1,217	23	2,090	2,113	28	2,492	2,520	57	5,807	5,864
Unaided	22	1,165	.....	.....	.....	.....	.....	.....	...	182	182	4	337	341	5	637	642	9	1,156	1,165
Lower Primary .. Government	...	..	.....	... ..	... .	... ..	... ..	.....	.....	.....	.....	... ..	.....	.....	.....	... .	.....	... ..	.... .	.....
Aided	620	9,500	.. .	... ..	... ..	.....	1	1	.....	51	51	55	2,748	2,803	86	6,559	6,645	141	9,309	9,450
Unaided	47	932	... .	. ..	..	.....	.....	.....	... ..	.....	... .	21	281	302	11	619	630	32	900	932
Total	58,724	1,043,050	7,793	119	7,912	38,014	755	38,769	48,711	2,319	51,030	373,612	11,174	384,786	532,619	27,934	560,553	1,000,749	42,301	1,043,050

Note.—Mixed schools are entered as boys' schools or girls' schools, according as the number of boys or of girls is greater.

Regd. No. 1466J—50—24-2-83.

GENERAL DEPARTMENT.

EDUCATION.

CALCUTTA, THE 13TH FEBRUARY 1883.

RESOLUTION.

READ—

The Report of the Director of Public Instruction on Public Instruction in Bengal for the year 1881-82.

The report, which is submitted by Mr. Croft, who was Head of the Education Department throughout the year, has reached the Government considerably after the prescribed date. The delay is sufficiently accounted for by the pressure of work thrown upon the Director of Public Instruction by the Education Commission and by the Committees appointed by the Government of India for the revision of educational forms and for the consideration of the subject of European education. Before his report was ready for submission, the Director was able to furnish the Government, for incorporation in the Provincial Administration Report, with such a summary of the year's results as sufficed to present a correct statement of the general course of Public Instruction in this Province during 1881-82. That statement, however, was necessarily brief, and cannot be considered a satisfactory substitute for the detailed review of the working of the department which the system of administration requires.

2. The Bengal educational system is divided into three great classes—primary, secondary, and university education. There are, besides technical schools, schools for girls and for children of European extraction, which lie somewhat outside this classification; but for the purpose of an outline of the system, these schools may be ignored. Each of the three great classes of primary, secondary, and university education is in its turn sub-divided according to the character of the instruction imparted in the schools comprised in it. In the lowest, or primary class, the division is into upper and lower primary schools, the latter again being sub-divided into higher and lower sections, according as the pupils can or cannot read a printed book. This lower section of the lower primary schools is the bottommost step in the scale of organized education in these provinces.

In the lower primary schools the teaching consists of the first four rules of arithmetic according to the English method, mental arithmetic according to the native method, writing, and reading a simple printed book. In the upper primary schools the preceding course is taught, but their curriculum aims also at imparting a fair knowledge of the vernacular language of the province, of arithmetic and zemindary accounts, some knowledge of Euclid, of the history and geography of Bengal, and of the elements of Physical Science. There is thus between the two descriptions of schools no hard-and-fast line of demarcation: all upper primary are genuine lower primary schools in addition to being something else.

The transition between one class of school and the next higher is as easy and gradual as between descriptions of schools within the same class. The secondary class of schools comprises three descriptions—high and middle English, and middle vernacular. The middle vernacular schools are the lowest of the class, and in them the curriculum differs from that of the upper primaries only in the fuller character of the instruction imparted and in the addition of an English class, which it is optional with the pupils to attend. The middle English school, again, is an improvement on the middle vernacular, the English subject being now compulsory; while the high English school, teaching the course for the University Entrance Examination, preserves touch with all inferior grades by having classes suited to the requirements of pupils of every lower stage of educational development.

Finally, crossing the boundary into the domain of university education, we find that the second class college teaching up to the First Arts standard improves on the instruction given in the high English schools, while the first class college teaching the full B. A. course is the ultimate and full development of the instruction imparted in all inferior grades of schools.

It is perhaps open to enquiry whether there may not be a certain waste of power and needless expenditure of funds in this reproduction in each higher grade school of every class of instruction given in all below. Where various grades of schools co-exist in the same locality, it may be a question whether the competition of the present system produces more benefit than would follow from a more definite and consistent division of labour. That is a consideration, however, which it is unnecessary to do more than glance at here; it will no doubt receive such attention as it deserves from the Education Commission which is now sitting.

Not only does the existing gradation of schools facilitate the passage of pupils from a lower class of school to a higher, but the transition for meritorious pupils is also still further facilitated by the provision of scholarships. Marked proficiency in the course of study taught in the lower primary schools qualifies for a scholarship of Rs. 2 per month tenable for two years at any upper primary school, or at those schools of the secondary group in which vernacular is the basis of instruction. In like manner excellence in the upper primary course is rewarded by a scholarship of Rs. 3 tenable also for two years at any middle vernacular or middle English school.

The subjects of study in the middle vernacular and middle English schools are the same, the distinctive difference between the two grades being the greater attention paid in the latter to English, and possibly a better finish in the vernacular instruction also. Excellence in the middle vernacular school course entitles to a scholarship of Rs. 4, and in that of the middle English school course to a scholarship of Rs. 5, both tenable at any Government or aided school. Finally, 152 junior scholarships of Rs. 20, Rs. 15, and Rs. 10 in value, and tenable for two years, reward the most successful students at the University Entrance Examination, while 49 senior scholarships of Rs. 25 and Rs. 20 in value, tenable for a similar period, are within the reach of the most proficient students at the First Arts Examination. All the above are Government scholarships, but many more founded by private munificence are awarded either at the university or at the departmental examinations.

The preceding remarks indicate in outline what the system of public instruction in these provinces is. The following extract from the Director's report will show the agency by which that system is supervised and controlled:—

The Director is responsible to Government for the state of education of every kind—collegiate, secondary and primary. Collegiate education is under his immediate control; secondary and primary education under that of the Circle Inspector and the Magistrate respectively. The Circle Inspector is the chief local administrative officer of the Department, who is immediately responsible for the state of secondary education in his circle. It is also his duty to watch and report on the progress of primary education. The Joint Inspector occupies within his division the position of a Circle Inspector, subject to certain limitations of authority with regard to appointment in zillah schools and the distribution of grants-in-aid—matters which are reserved for disposal by the Inspector. The duties of an Assistant Inspector are not rigidly defined; but the Inspector whose assistant he is may employ him in duties as varied as those of a Joint Inspector, or may delegate to him certain departments of work. The Magistrate, with whom the District Committee is associated as a consultative body, is immediately responsible for the state of primary education, including the administration of the primary grant, the award of lower primary scholarships, and the control of the local training school for gurus, where such exists. He is also an *ex-officio* visitor of schools of every class in his district; and his suggestions and criticisms are to receive the careful consideration of the Inspector or the Director. The duties of the District Committee, as limited by present orders, relate to the supervision of the zillah school, so far as regards its finances and discipline, the maintenance of the building, the attached hostel, and other questions which can conveniently be dealt with by a committee on the spot. The Deputy Inspector is the local educational officer entrusted with the immediate supervision of schools of all classes in his district, with the exception of the zillah school and the first-grade normal schools, both of which institutions are placed, in respect of the appointment and promotion of masters and the regulation of studies, under the orders of the Circle Inspector. The Deputy Inspector is, therefore, subordinate to the Magistrate as regards primary, and to the Circle or Joint Inspector as regards secondary, education Under recent orders, however, the Deputy Inspector is declared to be more closely concerned with secondary education, his responsibility

for the condition and progress of which has lately been insisted on; his duties with regard to primary education being limited to general supervision and control, and to seeing that the orders issued to him by the Magistrate are carried out by the Sub-Inspectors. The duty of Sub-Inspectors is mostly confined to the inspection and examination of primary schools, whether for rewards or for scholarships, under the Deputy Inspector's general supervision. They are, however, sometimes authorised to visit secondary schools, and to report on their condition to the Deputy Inspector or the Circle Inspector.

Such, in brief, being the general plan and system of the Department of Public Instruction in Bengal, the results of that system's working during the last year may now be exhibited. Those results, while satisfactory from the point of numbers, are otherwise, on the whole, less successful than in the previous year. They show that, while there has been a large increase in attendance at school, there has been a falling off in educational progress as tested by examinations. This is, of course, no conclusive proof of deterioration in the quality of the instruction imparted, as other causes besides indifferent teaching may produce unsuccessful examinations. But the fact being as stated, it behoves the Director to examine its meaning and trace its causes.

The following table compares the number of schools of all sorts and of pupils attending them for the last three years :—

Class of Instruction.	1879-80.		1880-81.		1881-82.	
	Schools.	Pupils	Schools	Pupils.	Schools.	Pupils.
University Colleges	20	2 080	20	2,520	22	2,745
Secondary { High English schools ...	200	38,618	216	42,558	217	45,597
Secondary { Middle ditto ..	554	32,812	588	35,348	627	39,057
Secondary { Ditto Vernacular ...	1,085	54,562	1,028	54,208	1,050	56,441
Primary .. { Upper Primary schools ..	1,498	54,206	1,701	59,318	1,944	68,598
Primary .. { Lower ditto .	35,258	618,452	41,699	701,568	48,844	812 339
Special	58	3,520	1,425	13,5?3	(a) 4,333	(b) 60,850
Female	657	(c) 15,158	828	19,427	1,042	21,018
European and Eurasian ..	46	4,532	(d)	. ...	.....	....
Total	39,376	819,030	47,507	928,489	58,079	1,106,645

(a) Inclusive of 4,275 indigenous schools of special instruction.
(b) Inclusive of 56,918 pupils attending 4,275 indigenous schools.
(c) Inclusive of 288 boys reading in girls' schools.
(d) European and Eurasian schools have not been shown separately since 1879-80.

3. Classified according to their entire or partial dependence on Government assistance, or their entire independence of such aid, the statistics shewn in the preceding table will stand thus—

Class of Institution	1879-80.		1880-81.		1881-82.	
	Schools	Pupils.	Schools.	Pupils.	Schools	Pupils
Government schools and colleges ..	801	29,332	303	29,775	327	32,079
Aided ditto ditto	32 412	683,352	40,490	777,173	51,510	966,070
Unaided ditto ditto	6,603	106,346	6,714	121,541	6,242	108 496
Total ..	39,376	819,030	47,507	928,489	58,079	1,106,645

These figures show a gain during the year under report of 178,156 pupils, and this gain is contrasted by the Director with the gains which previous years have brought; thus—

	Schools	Pupils.
In 1878 a gain of	4,740	52,049
„ 1879 „	7,060	86,307
„ 1880 „	6,098	91,323
„ 1881 „	8,131	109,459
„ 1882 „	10,572	178,156

Mr. Croft is of opinion that the general accuracy of the returns for the last year are strikingly confirmed by the results of the recent census. He states that the number of persons described in the census returns as under instruction in Bengal is 1,035,668; and he observes that, as this figure lies midway between the numbers borne on the departmental returns for the years 1880-81 and 1881-82, a guarantee of the accuracy of these returns is thereby afforded, and also an indication that the department now embraces

nearly all existing schools. The Lieutenant-Governor has not yet received the detailed results of the late census to which Mr. Croft appeals; but assuming that the figures supplied to the Director are correct, and remembering that the figures of the report under review are twelve months later than the census statistics, Mr. Rivers Thompson considers the Director's conclusions to be fairly probable. Of course they are open to obvious objections, but still the Lieutenant-Governor is pleased to receive such evidence of the general accuracy of the educational returns in this province, because recent occurrences made him somewhat doubtful of the correctness of the statistics of primary education in Bengal. The numbers, however, that we now have to deal with are so enormous that an error which may appear trivial in the aggregate figures becomes very serious in the district details; and there are unfortunately strong reasons for supposing that such errors do exist. Indeed the Director himself, more clearly perhaps than any one else, recognizes the small statistical value to be attached to the returns of primary instruction; but he thinks that the submission of such returns teaches the village gurus lessons in school organization. It may be so; but recent disclosures make the Lieutenant-Governor glad to think that in the Local Government Boards a means will be found for closer supervision than at present exists over the class of chief gurus and sub-inspectors who are now responsible for the submission of these returns. Assuming, however, that the returns, if not quite accurate, afford at all events an indication of what the correct figures are, it may be observed that if the number of children of school-going age be estimated as usual at 15 per cent. of the whole population, then 1 boy in 5, and 1 girl in 118, are at school. The Bengal Provincial Committee of the Education Commission have recently found reason to believe that 12 per cent. would more accurately represent the actual facts than 15 per cent.; if their estimate be correct, it would appear that 1 boy in 4, and 1 girl in 95, are actually attending school. Allowing for possible inaccuracies, these proportions are encouraging, and creditable to the recent administration of this great department.

4. The estimated cost of the department to the Government for the year is compared in the following table with the expenditure:—

Budget head of Expenditure	Sanctioned estimate	Actuals
	Rs.	Rs.
Direction and inspection	4,43,200	4,46,321
Government colleges, general and special...	4,71,100	5,05,859
Government schools	6,53,000	6,65,475
Grants-in-aid—		
For secondary and superior instruction ...	4,25,000	4,42,441
For primary instruction	5,00,000	4,87,196
Scholarships	1,60,000	1,61,408
Miscellaneous	37,700	28,984
	26,90,000	27,37,684
Less receipts ...	5,12,000	5,47,964
Net Government expenditure ...	21,78,000	21,89,720

The receipts of the year were thus in excess of the estimate by Rs 35,964, and the charges by Rs. 47,684. The excess of expenditure over income was fully met from the surplus balances at the credit of various Government schools for which no provision is made in the budget. On the whole, the forecast of expenditure made before the commencement of the year was fairly accurate, the chief exceptions being in the case of the estimates for salaries of professors and grants-in-aid, which were exceeded by large amounts. In justice to the department, however, it must be said that these estimates were considerably reduced after their submission by the Director of Public Instruction.

5. The total expenditure of the Department from all sources, and the proportion of it borne by the Government in the two past years, is given below. The following figures for Government expenditure differ somewhat from those given in the preceding paragraph, owing to the inclusion in the former of the

cost of, and receipts from, medical education, charges for school buildings, and other matters not included in the annual estimates:—

	Year ending on the 31st March 1881		Year ending on the 31st March 1882	
	Government expenditure (Net)	Total expenditure	Government expenditure (Net)	Total expenditure
	Rs	Rs	Rs.	Rs
University		55,000		56 000
Collegiate . .	2,44,000	4,56,000	2,77,000	5 24,000
Secondary instruction .	5,10,000	18 30 000	5 58,000	19,21,000
Primary ,, . .	4,01,0 0	17 77,000	4,78,000	20,11,000
Female ,, .	90,000	3 02 000	1,00,000	3 45,000
Special ,, ..	4,09,000	5,31,000	3 95 000	(a)6,55,000
Scholarships .	1,55,000	1,73,000	1,57,000	1,78,000
Buildings ..	2,18,000	2,48,000	2,12,000	2,40,000
Miscellaneous .	22,000	31,000	35,000	42 000
Superintendence ...	4,28,000	4,28,000	4,38,000	4,40,000
Total .	24,77,000	58,31,000	26,50,000	64,12,000

(a) Inclusive of expenditure on indigenous *pathsalas*, *tols*, and *maktabs*.

The advance noticed last year in the proportion of the expenditure on education met from private sources continued throughout the period under review, the proportion being 58·6 per cent. against 57·5 per cent. in 1880-81, and 53·9 per cent. in 1879-80. The last-named year was the first in which the Government had contributed less than half of the total cost of education in these provinces. The proportion of expenditure on each class of education which fell upon Government was as follows:—Collegiate education, 52·86 per cent.; secondary education, 29 04 per cent.; primary education, 23·76 per cent., female education, 28 98 per cent; special education, 60 3 per cent.

6. It is gratifying to observe that, though the progress made is slow, the proportion of Mahomedan to Hindu students continues to advance. The percentage of the former to the latter is now 22⅔ against 20 per cent. in 1881 and 18⅓ per cent in 1880. The proportion among the different classes of schools, exclusive of indigenous schools, varies from 1·8 in the professional colleges to 25 1 in the lower primary schools The proportion increases steadily as the lower grades of education are reached. The Lieutenant-Governor has recently given his careful consideration to the question of Mahomedan education, which was prominently brought before him in a memorial presented by the National Mahomedan Association, and he has submitted proposals to the Government of India which, if sanctioned, will, he believes, tend to make higher education more popular with Mussulmans. At the same time Mr. Rivers Thompson is fully aware that any measures which can be taken to this end by the Government can do but little to raise the status of the Mahomedan community generally. It is to their own efforts, and to their own readiness to avail themselves of the educational advantages offered by the Government to all classes of its subjects alike, that the Mahomedans must look for advancement. Other branches of the community have learnt this lesson and have availed themselves of these advantages, and to this alone can be attributed the fact that the Mussulmans have as a body been outstripped in the race in which they were at one time the most prominent competitors.

7. The only change of importance which took place in the constitution of the controlling staff of the department was the appointment of Assistant Inspectors of Schools for the Presidency and Patna Divisions, in which the work had become too heavy for the Inspectors. The appointment of Assistant Inspectors is reported to have been attended with marked success wherever those officers have been employed. The supervision of secondary education by Inspectors and their Assistants appears from the return of inspections made to have been fairly attentive in most divisions, though a complaint is made of the amount of clerical work devolving upon these officers, whereby detention at head-quarters is necessitated. The Lieutenant-Governor endorses the view that Inspectors and Assistant Inspectors ought to spend not less than 15 and 20 days respectively in the month in the interior of their charges, and he would be glad to receive a report from the Director of Public Instruction regarding the amount of assistance which the Inspectors would require to enable them to do their duty fully in this respect.

The Director of Public Instruction discusses the manner in which an effective control of primary education can best be secured. The large increase in the number of pathsalas under the direct control of the department has increased the work of the Sub-Inspectors to such an extent that the system of central examinations has in most districts become the rule rather than the exception. Such examinations, though they may be conducted with the greatest care, are of course less effective than examinations held at the schools themselves, and therefore the question of the best means of supplementing the deficiencies of the inspecting staff has become one which calls for decision. Any large addition to the number of Sub-Inspectors could only be made by such an increase of expenditure as the Lieutenant-Governor is not prepared to sanction. As observed by the Director of Public Instruction, "it may be broadly assumed that, if the number of Sub-Inspectors in those districts in which primary schools abound were doubled and even quadrupled, it would still be impossible to secure such frequent inspection of the pathsalas as would seem to be required." This remedy thus, in the Director's opinion, stands practically self-condemned, and according to him it is on the extension, under careful supervision, of the chief guru system that Government must rely for the future. That system is thus explained in the following interesting extract from the Report:—

"An auxiliary inspecting agency in the shape of chief gurus, model gurus, or inspecting pandits, has been introduced into some districts and divisions, and it is between these two methods of increasing the agency of inspection that the choice now practically rests. Each system has its recommendations. Sub-Inspectors are better educated, more directly under the control of higher authority, their time more exclusively devoted to the work of inspection. Chief gurus are cheaper, more intimately acquainted with the circumstances of their narrower charge, more closely connected with the pathsala system. The chief guru is generally the ablest pathsala teacher in his neighbourhood, and he has to supervise about 30 pathsalas lying within a distance of five miles from his school. He is paid a small allowance of one anna for each visit to a pathsala situated in his beat. He draws no salary from Government beyond what is paid by way of stipend to the pathsala of which he is the teacher. He has to distribute his time between teaching his own pathsala, which is to serve as a model for the whole neighbourhood, and inspecting those subordinate to him, with which by long habit he is thoroughly familiar. His main income being that derived from his own pathsala, he is under little temptation to devote undue time to inspection. The chief gurus in some districts are reported to have inspected a large number of pathsalas *in situ*, and whatever estimate may be formed of the value of such inspection from a professional point of view, it serves in any case to keep the pathsalas at work, and their teachers under some wholesome check. The special merit claimed for the system is that the chief is a man of the same social status as the other gurus, and has means and opportunities of influencing not only the gurus, but also the parents of pupils. He is also an actual teacher, acquainted with the requirements of the pathsalas and familiar with their customary ways; and while the experience and ability which have led to his selection as chief guru enable him to speak with authority in his dealings with the subordinate gurus, his influence is naturally exerted in the direction of retaining and confirming all that is most valuable in the course of pathsala instruction. The object of Government being to raise and strengthen the indigenous system of education, and not to replace it by a foreign system of its own devising, the employment of agents, drawn from the general body of gurus, to assist it in carrying out that policy, tends to establish a more intimate connection between Government and popular education, while it strengthens the confidence of the people in the system, and offers a definite object of ambition to the best of the indigenous teachers."

The proposals of the Director of Public Instruction on this question of strengthening the inspecting agency for primary schools are not yet mature, and the Lieutenant-Governor will await their submission before further considering the case or expressing an opinion upon it. There can be no doubt that, whatever system may be adopted, it will have to accommodate itself very much to the arrangements in contemplation for the establishment of Union Committees and Local Boards, in connection with the measures for the introduction of Local Self-government

8. *University Education.*—The total number of students under instruction in the colleges of Bengal at the close of the year was 2,745, showing an increase of 219 as compared with 1881. Of these 1,305, or nearly half, attended Government colleges, 895 aided colleges, and 545 unaided colleges, the figures in the previous year being 1,260, 808 and 458 respectively. The increase was thus most marked in the case of the unaided colleges, and was due to an addition of two to the number of these institutions—the Maharaja's college at Burdwan, and the Albert College in Calcutta, with 52 and 42 students respectively. The

General Assembly's College had the largest number of pupils on its rolls (484), while the Presidency College (374), the Metropolitan Institution (341), the Dacca College (290) and the Free Church College (221) came next. With the exception of the Krishnaghur College, where the malarious fever which pervaded the Nuddea district seriously affected the numbers, no institution showed a very marked decline. The Lieutenant-Governor notices with great satisfaction that 4 out of the 24 colleges in Bengal,—namely the Metropolitan Institution, the City College, the Albert College at Calcutta and the Maharaja's College at Burdwan,—are all supported entirely by private munificence. While the Lieutenant-Governor is truly desirous to maintain the interests of high English education in this province, he yet welcomes the indication thus afforded by these independent institutions, established and supported by private liberality, that the cost of that education will not remain the heavy charge that it now is on the public funds

The expenditure on collegiate education, which in 1881 was Rs. 4,56,125, rose in the year under review to Rs. 5,19,123, the larger portion of the increase being borne by the Government. It is true that the average total cost of each student in the Government colleges diminished slightly during the year under review, being Rs. 321 against Rs. 325 in the previous year, but the share in this borne by the Government rose from Rs 215 to Rs. 217. In aided colleges the average cost of each pupil fell from Rs. 193 to Rs. 185, the share borne by the Government being Rs. 28 against Rs 32 in the previous year. This is so far well, but still it must be remembered that the amount available for educational expenditure in Bengal is necessarily limited, and with the spread of education it is essential that this amount should be expended as far as possible in support of primary education, that is, the education of those who cannot afford to educate themselves. The great advantages of a higher education, and the difficulties under which many of those who would avail themselves of it labour, owing to want of means, are fully recognized by the Government; but it is impossible that the State should undertake to provide those advantages on a more liberal scale than it is at present doing. In the interests of the province at large any increase in the demand for collegiate education must be met by the persons who desire to profit by it.

The Director of Public Instruction gives statistics which show the numbers of the successful candidates at the Entrance Examination, who afterwards start on a regular college career. It is impossible here to review these figures in detail; but it may be noted that, out of 1,026 candidates who passed the Entrance Examination in December 1881, 87 per cent. pursued a course of studies at the University. The second-year Arts class of March 1881 consisted of 855 students, of whom 806, besides 27 teachers, presented themselves at the F. A. Examination in December 1881. Of these, 295 were successful, and no less than 271 are now included in the third-year class, while some have joined the Medical College. Two hundred and eighty-three candidates presented themselves at the B. A. Examination of January 1882, of whom 95 passed. Of these, 65 are now reading for the M. A degree. "These figures," the Director of Public Instruction observes, "confirm the experience of past years, and show that, of the successful candidates at the Entrance Examination about 90 per cent. become members of Colleges, and that almost all who pass the F. A. Examination read on for the degree." It is, however, interesting to note that, while the proportion of Bachelors of Arts reading for the M. A. degree was hitherto less than half, it has in the year under review risen to slightly more than two-thirds.

9. *University Examinations.*—The results of the F. A. Examination were creditable to the colleges concerned, though the proportion of successful to unsuccessful students was less than last year. Government Colleges sent up the largest numbers for examination, and they were rewarded with the largest proportionate measure of success. Unaided Colleges had a larger percentage of successful students than aided institutions. Dacca has been the most fortunate college at this examination, and next in order of merit come the Presidency, the General Assembly's, and the Metropolitan Colleges.

10. At the B. A. Examination also the aggregate results were less favourable than in the preceding year. The successful students numbered

126 out of 295 in 1881, while last year only 95 students passed out of 309. The Government Colleges as usual did best, and on this occasion the aided colleges came next. From figures given by the Director, it appears that 63 per cent. of candidates reading the A or literature course, and 34 per cent. of those reading the B or science course, failed in mathematics. It has now been decided that mathematics shall not in future be a compulsory subject for candidates electing the literature course, while English poetry will be excluded from the science course. The Lieutenant-Governor has little doubt as to the wisdom of this change, which will enable candidates to devote themselves more seriously to the line of study which they may select, and will save them from failure to secure a degree, owing to ignorance of uncongenial subjects. He notices the confirmation of the view which the results of the last examination for the Bachelors degree affords, that the science course is selected by the most competent students.

11. Sixty-seven candidates appeared at the M.A. Examination, of whom 47 competed for honors and 20 for the ordinary degree. Of the former 19 passed, while six only of the candidates for the ordinary degree were successful. The Presidency College appeared to most advantage at this examination; the Hooghly College came next, followed in order by the Dacca, Free Church, General Assembly's and Patna Colleges. These results, as observed by the Director, compare unfavourably with those for 1881, when 19 candidates out of 24 took honors, and 10 out of 22 passed for the degree. The Director attributes the diminished percentage of success with some probability to the fact that the increasing competition among graduates leads some, presumably inferior, men to read for the M.A. degree who would formerly not have done so.

12. *Secondary Education.*—The following table shows the comparative numbers of high English schools, and of the pupils attending them, during the year under review and the previous year:—

	1880-81		1881-82.	
	Schools.	Pupils	Schools	Pupils
Government	48	13,867	51	14,795
Aided	98	12,435	104	14,187
Unaided	72	16,256	62	16,615
Total ...	218	42,558	217	45,597

The abolition of the Nizamat Fund and the consequent transfer to Government of the college and school formerly supported from it account for an increase of two in the number of Government schools. The third school situated at Taki in the Sunderbuns owes its existence to the public spirit of Babu Rajmohan Ray Chaudhuri, the local zemindar. Various additions to, or transfers from, the other classes have taken place during the year, and some schools have also been abolished. The net result, however, is that the number of high English schools has decreased by one only, while the number of pupils has risen by 3,039, the average attendance at each school being 210 against 195 in 1880-81. The Lieutenant-Governor views with satisfaction the increasing popularity of high English schools, especially in Behar, where the backwardness of the people in English education has been put forward as one of the reasons entitling Beharis to special consideration in the matter of Government employment. At the same time Mr. Rivers Thompson is of the opinion that the growing demand for English learning should not be met by indefinite extensions of the accommodation now afforded by zillah schools; but that endeavours should be made, by limiting the numbers admitted to those schools, to give free play to the efforts of private enterprise, and to the healthy spirit of competition which it engenders At Dacca and some other places, the Lieutenant-Governor visited private schools which were in the number of pupils, in the character of the instruction imparted, and in the healthy tone which pervaded them, in no way inferior to the Government schools which existed close by. To such laudable efforts to provide the people with education suited to their wants, and to strike out a new, honourable, and remunerative profession for the many able graduates who now find no market for their talents, the Lieutenant-Governor desires to afford every possible encouragement. He would

have it understood that he is not disposed to view with favour any extension of existing accommodation in Government high schools, unless there be no probability that in the particular locality private enterprise will not supply what is wanted. It is perhaps premature yet to expect that private institutions should everywhere supply adequate substitutes for zillah schools, but that is the consummation to which the Lieutenant-Governor, alike in the interest of the tax-payers, of the educated classes and of those in need of instruction, confidently looks forward. The day will come when the official connection of Government with education will be restricted to the Collegiate institutions.

13. *Entrance Examination*—In all 2,105 candidates appeared at the Entrance Examination from 208 schools, and of these 1,026 or nearly half were successful. These results were less satisfactory than those of the previous year, when 1,184 candidates passed out of 2,031 ; but the smaller proportion of successful candidates may have been due rather to causes connected with the examination than to any falling off in the acquirements of candidates. The former year is generally believed to have been an easy one for Entrance candidates. The highest percentage of success was attained by the Government schools, from which 58 per cent. of the competitors passed ; the unaided schools being more successful than those in receipt of Government grants. The comparatively greater success of the unaided schools is explained by the Director as lying in the circumstance that, while the principal unaided schools of the country are situated in the town and suburbs of Calcutta, Dacca, Moorshedabad, and a few other places where they have acquired deserved popularity and success, the aided schools are generally found in smaller centres of population, and cannot compete successfully with urban schools. The whole of the Government schools sent candidates to the examination, and all, except those at Purulia, Julpaiguri and Motihari, passed some of their pupils. Among the collegiate schools the Hindu and Hare Schools, and the Dacca and Hooghly Schools, have retained their places at the head of the list, while the Patna School, which last year stood tenth on the list, has this year risen five places. The Lieutenant-Governor will await the report of the Director of Public Instruction on the proposal to transfer this school, which is chiefly attended by Musulmans, to the centre of the Mahomedan portion of the city. The Krishnagur School again fell somewhat in consequence no doubt of the severe fever prevailing in the Nuddea district. The comparative success of the Calcutta Madrasa, which passed 10 out of 15 pupils, and stood ninth on the list, is gratifying.

An increase in the number of pupils attending the Mozufferpore and Noakholly zila schools has raised them to the first class, while the Commilla school, of which the numbers have fallen below 300, now belongs to the second class. The total number of first class zila schools is now 13, of which six are situated in Behar—an indication of the intellectual progress of that province, which appears the more satisfactory when it is considered that aid has been given to private English schools at Arrah, Gya, and Chupra. In point of success at the examination, the Mymensingh and Beerbhoom schools stand at the head of the list of first class zila schools. Of the second class schools Barasat, Bankura, and Commilla were the most successful, while Balasore was the best of the smallest class of schools. The Director notices the fact that the Jessore and Baraset Schools, which have adopted a vernacular constitution for their lower classes, are achieving increased success both in the Vernacular and English departments. "The system," says Mr. Croft, "has the support of the most experienced officers of the Department ; and though it is desirable to gain some further experience of its working in those schools into which it has been actually introduced, its extension to other schools appear to be only a question of time. Some officers go so far as to maintain that the teaching in all subjects up to the Entrance standard should be in the vernacular, English being taught throughout as a language only. There is much to be said in favour of such a system, as most nearly according with the true theory of education in this country, and as being most likely to advance the standard not only of school, but of subsequent University education. Its adoption in schools would not be open to the objection which must be raised against its extension to colleges, on the ground, namely, that suitable vernacular text-books in the higher branches

of study neither exist nor are in any way called for. Those who aim at a University degree must qualify themselves for it in every subject through the medium of English, and of English only." On the interesting and important question thus referred to, the Lieutenant-Governor would be glad to receive, at a convenient opportunity, a further and more detailed communication from the Director.

14. The number of aided schools in the Presidency and Burdwan Divisions remained unchanged, being 32 in the former and 37 in the latter. Judged by the test of the Entrance Examination these schools were fairly successful. In the remaining divisions there are few aided schools. The report notices specially the case of the schools of this class in the Orissa Division, of which there are at present only two—the Loknath school and the European school at Cuttack. The Lieutenant-Governor notices with pleasure the interest displayed in the former school by the Secretary, who is the mother of the Mahashay of Loknath, himself a successful candidate at the examination. "This lady's interest," says the Joint-Inspector, "in the welfare of the school continues unabated, and forms a gratifying exception to the indifference one is accustomed to meet with in women of her class." The Joint-Inspector insists strongly, and in the opinion of the Director of Public Instruction, rightly, on the necessity for raising some of the sub-divisional middle schools in Orissa to the status of high schools in order to keep up the supply of students for the Ravenshaw College. The proposal commends itself to the Lieutenant-Governor, but he will await a fuller development of the Director's recommendations.

The absence of returns from some of the unaided schools leaves their number to some extent uncertain; but so far as returns have been received, there appears to be 62 schools of this class, of which 22 are situated in Calcutta, 14 in the Presidency Division, 11 in the Burdwan Division, 7 in the Dacca Division, 5 in the Patna Division, and 1 each in the Rajshahye, Bhagulpore, and Orissa Divisions. These numbers are encouraging as an earnest of future progress.

15. Of the 2,105 candidates at the Entrance Examination, it appears that, while 1,468 took up Sanskrit as their second language, 315 only presented themselves for examination in Bengali. The number of candidates in Bengali has decreased steadily for some years, in consequence of that language not forming a part of the F. A. Examination course, and time spent on it being therefore thrown away for the purpose of the subsequent University examinations. This is a matter of importance on which the Lieutenant-Governor would desire to have further information. The Bengali language has of late years been greatly improved in force, in richness, and in aptitude for purposes of literary expression; and anything resembling discouragement of it in a Bengal University calls for explanation. The number of candidates in Persian rose from 57 to 100, in consequence, no doubt, of an increase in the number of Mahomedan candidates. On the results of the Entrance Examination, 152 junior scholarships of the value of Rs. 20, Rs. 15, and Rs. 10 a month were awarded. Of these scholarships, of which a certain number are allotted to each Commissionership, 94 were awarded to candidates passing in the first division against 117 in the previous year; while eight were given to candidates passing in the third division against one in the previous year. As the Director of Public Instruction observes, this circumstance affords an indication (which is clearer than that supplied by the mere numbers passing the examination) of the failure of schools, especially those in backward tracts, to come up to the standard as fully as in the previous year

16. *Middle English Schools.*—The ten Government schools included under the head of Middle English Schools are nearly all institutions of an exceptional character. They include the schools for Maghs and Chakmas at Rangamati and Brindaban in the Chittagong Hill Tracts, the Bhootea boarding school and the zila school at Darjeeling, the school for Europeans at Kurseong, the Collinga branch school attached to the Calcutta Madrasa, model schools at Bogra and Patna, the model school attached to the Calcutta Normal school, and the Nasiriganj school in Shahabad supported from the Estates Improvement Fund. The number of aided schools of the middle English class rose from 455 to 479, while the number of unaided schools rose from 123 to 138. These changes were produced by the abolition of old and the establishment of new schools, and by transfers of schools from one grade to another. It is observed

by the Director of Public Instruction that the line between middle English and middle Vernacular schools is not very clearly defined, and that schools from temporary causes constantly pass from one to the other class. The teaching of English may cease for a time owing a decline in the support given to the English class, or an English class may be added to a school to meet a demand, without entitling the institution to recognition as an English school until it has been successful in the scholarship examination. The review given in the report of the progress of the middle English schools in each division is chiefly remarkable as showing that nearly all schools of this class have adopted what is known as a vernacular constitution ; that is, they have chosen the vernacular as the language for imparting instruction, teaching English as a language only. The Lieutenant-Governor is convinced of the wisdom of this choice, believing with the Director that "it will hardly be questioned that the 39,000 pupils in middle English schools under their present constitution, according to which they receive all substantive instruction in the vernacular, learning in addition a moderate amount of English as a language only, are getting a far better training than the 32,000 pupils of 1878, when all subjects were taught through English, and therefore badly taught, by teachers who were themselves unacquainted with that language." An opinion has been expressed by one district officer of experience that in his district the demand for middle English schools is increasing every year, and that, "unless technical schools are provided as outlets, the mere scholastic element, already too great, will breed political discontent." To this the Director makes the following reply :—

"It is a trite saying that discontent is the mother of progress ; and if boys who have received a fair vernacular education are filled by such education with the desire of improving their lot in life, and if they find that desire stimulated by the further acquisition of a useful, however elementary, knowledge of English, I do not see in the circumstances any great ground for sorrow or alarm. On the contrary, if it is admitted (as it probably will be) that the mental faculties of the students are strengthened and developed by the additional education thus imparted, such an enlargement of their field of view may lead them to demand additional facilities for that very technical instruction, the absence of which is now rightly deplored, and also to co-operate with Government in providing it. It is not the spread of English education that checks professional or industrial enterprise. The Medical College and the Engineering College, besides the growth of numberless other arts and trades, are sufficient to show that educated Bengal takes readily to a great variety of pursuits that uneducated Bengal would not so much as look at. The national wealth and prosperity are increased by education, even by that English education which is sometimes decried as the source of indefinite political evils. The fact is, attention is fixed on the few who go from office to office seeking for situations and not finding them—men who have in many instances failed in their school or college career, and who would fail equally in any walk of life ; in their case it may be conceded that disappointment and discontent are their normal lot. But, in the argument that I am considering, no attention is paid to those (and they are the majority) who, having profited by such education as may have been open to them, enter quietly into the complex life of the nation, and do their part towards keeping the economical machine at work, without attracting to themselves any special notice. But after all it is rather late in the day to discuss questions like this. I can understand objections to education on the ground that it is bad, but not on the ground that it is high. Again, I can understand objections to a system of education on the ground that its different parts are not in due proportion ; for example, that primary is sacrificed to high education, or high to primary ; or, again, as in the present instance, that technical education is not sufficiently pushed, compared with general education. So far I am quite at one with Mr. ——— ; but I cannot ignore the difficulties that beset the question which he raises. To be of any real utility, technical instruction requires, as a condition of its growth and development, the existence of industrial centres, in connection with which corresponding schools may be opened. Such centres exist on the Continent of Europe, where technical schools abound ; they do not exist, except in a few large towns, in any part of Bengal. The development of technical education in this country needs all the care and thought that can be given to so vitally important a subject ; but meanwhile it may be useful to remember that practically all the scholars throughout Bengal, who now receive a general education in any form above the barest rudiments, belong to those classes of society with whom a liberal education, as that has been from time to time understood, is a tradition of centuries. It should hardly be thought less useful or necessary at a time when it is proposed to give the people a largely increased share in the local government of the country."

In the general tenor of these remarks the Lieutenant-Governor entirely agrees. He has no sympathy with an obscurantist policy in matters of education, believing such a policy to be opposed to the true interests of the British Government in this country ; and he sees no objection to the increase of middle English schools, provided that education in English in these institutions is, as now, made to follow, and not to take the place of, sound vernacular

instruction. The Lieutenant-Governor also fully recognizes the need of technical instruction for India. Prominent success has already marked the establishment of the Seebpore College, near Calcutta, and similar results may attend the institution of the Industrial school at Patna. As Mr. Croft, however, states, the growth of such education is beset by great difficulties in any country where industrial centres are few and unimportant. The establishment of these centres is a question of the future ; but meantime Mr. Rivers Thompson is not without hope that, if the attention of foreign countries could be attracted to the indigenous trades and manufactures of India, this want of great industrial centres might be, to some extent, counteracted. If a demand for the products of Indian industries could only be created, new lines of profitable employment, in accordance with the customs of the country and the genius of its people, would be established. From this point of view the Lieutenant-Governor looks forward with much interest to the forthcoming International Exhibition, the success of which may prove the origin of great advantages to the country.

17. Of the 627 middle English schools, 359 sent between them 962 candidates to the Middle English Scholarship Examination, of whom 683 were successful— a satisfactory result, when it is remembered that the examination was adapted to the changed constitution of the large majority of the schools.

18. *Middle Vernacular Schools.*—An increase of 11 and 22 respectively in the number of Government and aided middle vernacular schools, and a falling off of 11 in that of unaided schools of the same class, caused a total increase of 22 in the number of schools of this class, of which 1,050 were in existence at the close of the year, attended by 56,441 pupils. The increase of Government schools was due to the opening of seven model schools in backward districts, and to the inclusion in the returns for the first time of 4 schools in the Tributary Mehals of Orissa. Such falling off as is apparent in the number of aided and unaided schools is mainly due to a re-classification, few schools having been closed during the year.

19. At the Middle Vernacular Scholarship Examination, 3,350 candidates appeared from 1,002 schools, of whom 2,175 were successful, showing some improvement as compared with the previous year, when 931 schools competed and 2,004 candidates out of 3,509 passed.

20. The following table given by the Director is interesting as showing the progress made by middle schools, both English and Vernacular, since their reorganization of the Scholarship Examination in 1878:—

	Number of competing middle schools	Number of middle scholarship candidates	Number passed
1878	1,152	3,665	2,135
1879 ..	1,191	3,466	2,015
1880	1,278	4,496	2,587
1881	1,361	4,312	2,858

In furtherance of the object of the change made in 1878, a revised set of Middle Scholarship Rules have been issued since the close of the year.

21. *Primary education.*—Under the head of Primary Education are now included the schools formerly known as "lower vernacular" (and now as "upper primary") and lower primary schools or pathsalas. In the earlier paragraphs of this Resolution a brief reference was made to the course of study in these schools. It may, however, be well to mention here in more detail that in the upper primary schools the curriculum consists of—(1) the vernacular language; (2) the history and geography of the Lower Provinces ; (3) arithmetic, inclusive of *zamindari* and *mahajani* accounts; (4) the first book of Euclid; (5) elementary notions of physics; and (6) the Sanitary Primer. In lower primary schools the course includes—(1) a vernacular adaptation of Chambers' Rudiments of Knowledge; (2) handwriting and the reading of manuscript ; (3) arithmetic up to the first four rules, simple and compound, on the European method; (4) *subhankari* or rules and formulæ for mental arithmetic on the native system ; (5) bazar accounts, *zamindari* accounts, and simple mensuration; and (6) the Sanitary Primer. The lower primary schools no longer include indigenous pathsalas, *tols* and *maktabs*, which have in no way adopted the departmental standard. These are now classed as schools of special instruction—a very unsatisfactory designation including, as it does, in one class institutions so totally different in their character as the Engineering College at Seebpore and the most backward village school. Some such term as "indigenous," or "extra departmental education"

should be devised under which to class *tols*, *maktabs*, and indigenous pathsalas, which do not conform to departmental standards. Excluding from the class of primary schools all those indigenous institutions, we still find that the number of primary schools increased from 43,400 in 1880-81 to 50,788 in 1881-82, the number of pupils having risen in the same period from 760,886 to 880,937. Of the primary schools existing at the close of the year, 1,944, attended by 68,598 pupils, belonged to the upper primary class. The proportion of upper primary schools to that of all primary schools was therefore 3·8 per cent., and that of the pupils attending them to that of all pupils receiving primary instruction 7·7 per cent.

22. *Upper Primary Schools.*—The total number of the upper primary schools showed an increase of 243 with 9,280 pupils. The number of Government schools of this class rose from 9 to 18 by the inclusion of nine schools situated in Angul and Banki. Aided schools rose from 1,632 to 1,847, the increase being most marked in the Bhagulpore, Dacca, Chittagong, and Rajshahye Divisions. There was a small increase from 60 to 79 in the number of unaided schools. At the Upper Primary Scholarship Examination 2,813 candidates competed from 1,140 schools, of whom 1,716 passed; the most successful divisions in this respect being Burdwan with 523 successful candidates out of 672, Orissa with 268 out of 300, and Dacca with 210 out of 271.

23. *Lower Primary Schools.*—The number of these schools in existence at the close of the year was 48,844 with 812,339 pupils against 41,699 schools with 701,568 pupils in the previous year. The system of payment by results was during the year adopted in Bogra, and will be introduced into Pubna and Julpaiguri in the course of the current year. It is to some extent in force in Lohardugga, and Darjeeling is now the only district in which it has not been nominally introduced. Of the good results of the system generally there can be no doubt, and these results are most noticeable in the Orissa, Burdwan, and Chittagong Divisions, where the number of pupils under instruction varies from 25 to 29½ per thousand of the population. In the Presidency and Dacca Divisions the numbers are not so large, but further progress is anticipated. In Behar it is believed by the Director of Public Instruction that the system is approaching the limits of its development. In the Rajshahye and Chota Nagpore Divisions, where the numbers attending schools recognized by the Education Department are small, it is believed that many indigenous schools exist. This belief is certainly supported in the case of Rajshahye, by the fact that, while the departmental returns showed only 63,147 pupils under instruction, the census returns gave the number at 102,445. The Magistrates of Rungpore and Fureedpore believe that few indigenous schools exist in their districts; but the census returns, which showed 23,695 and 27,972 pupils respectively under instruction in these districts, while only 12,621 and 19,571 appear on the departmental returns, indicate that this view is to some extent incorrect, though it is possible that a considerable amount of private instruction is given to children at home. The total amount spent by Government on pathsala education was Rs. 3,47,245 as stipends to gurus, and Rs. 25,786 as rewards to pupils. There is a general agreement among inspecting officers that the payment of rewards to gurus by the Government has led to a falling off in the private contributions towards the maintenance of village schools. The Joint-Inspector of Orissa observes that "the people in many cases withhold payment of the school fees, when they see that their teacher has earned a lump sum from Government in the shape of rewards for results, and this they generally do during the last quarter of the year." In the Darjeeling Terai also the introduction of a one-anna educational cess has led to a large falling off in the receipts from fees. That the efforts of Government to improve the primary schools of the country should have led to any extent to a cessation of exertion toward the same end on the part of the people themselves is a matter for regret, and the Director should carefully consider the best method of dealing with this state of things.

24. The Lieutenant-Governor is gratified to observe the good results which have already followed the efforts of the Educational Department to popularize instruction among the Sonthals. Formerly, with the exception of schools established by missionaries, which, though excellent so far as they went, were necessarily few and inadequate to the wants of the people, no schools existed for the education of Sonthal children. A scheme has now been sanctioned for the opening of Sonthal schools in the Government estate of the Damin-i-Koh,

and it is hoped that should the experiment, as there is every reason to believe, prove successful, it may be found possible to extend it to other portions of the Sonthal country. Independently, however, of this scheme, the special attention of educational officers has succeeded in raising the number of Sonthal children under instruction in the Bhagulpore Division from 2,170 to 6,444 during the past year. These figures do not comprise the Sonthal converts under the instruction of Christian missionaries.

25. The want of a proper system of audit of primary school expenditure has been brought prominently to notice, since the close of the year, by defalcations detected in the Bhagulpore Division, which have led to the conviction of the Deputy Inspector and a Circle Sub-Inspector of that district of embezzlement of public funds. That attention on the part of the Magistrate and District Committee would have sufficed to prevent fraud is apparent from the success which attended the efforts of Mr. Hopkins, when Magistrate of Purneah, to devise a simple method of accounts. It is, however, obviously desirable that uniformity should obtain in a matter of this kind, and that rules should be laid down to ensure not only the prompt payment, to the persons entitled to receive them, of the sums drawn from district treasuries, but also to secure the submission of authentic bills. Both these points call for urgent attention.

26. The report contains the usual details regarding the progress of primary education in each division. In the Burdwan Division there are now 326 upper primary and 9,211 lower primary schools, attended by 10,040 and 187,448 boys respectively: in the previous year the figures were 318 upper primary schools with 10,436 pupils, and 8,437 lower primary schools with 184,410 pupils. The proportion of children at school to those of school-going age is now one in 2·4 against one in three in the previous year. Fifteen pathsalas, now attended by 476 pupils, were established for the benefit of the Sonthals of Beerbhoom during the year. Of these, ten are under the management of Sonthal-speaking Bengalis, and the remainder under that of Bengali-speaking Sonthals. The Commissioner prefers the former arrangement, because the Bengali taught by Bengalis is naturally more correct than that acquired from Sonthals, and because Bengali teachers "are more intelligent and methodical than it seems at present possible for any man of Sonthal race to be." The Lieutenant-Governor admits the force of these arguments, but it must at the same time be borne in mind that the object of these schools is not to produce Bengali scholars of Sonthal blood, but to give to the Sonthals the rudiments of a practical education, and to render them sufficiently conversant with Bengali to be able to hold their own in their ordinary dealings with their landlords and with the Bengalis with whom they are thrown in contact. The Lieutenant-Governor is not disposed to believe that Sonthals are of necessity unintelligent or unmethodical, and it must not be forgotten that examples of intelligence and method are likely to be more effectual with the Sonthals generally when exhibited by teachers of their own race than when set by foreigners. For the present, no doubt, the difficulty of obtaining competent Sonthal teachers precludes their employment on a large scale; but it may fairly be anticipated that this difficulty will decrease with the spread of education.

In Hooghly the system of giving tiffin money to pathsala pupils attending examination has been discontinued, and books have been substituted for money as prizes. The Lieutenant-Governor was always very doubtful of the advantages of the system, and the change introduced in Hooghly seems to him entirely for the better. The attention of all Magistrates is therefore invited to the following remarks made by the Commissioner of Burdwan on the subject, and they are requested to report through the Director whether a similar change should not be introduced in their districts.

"My attention was drawn in the course of the year to the unreal character of the examination for pathsalas, and I requested the Magistrate to reconsider the system of examinations and the distribution of rewards. The Magistrate in consequence drew up a set of rules designed to make these examinations a real test of the progress achieved by the pupils during the year, and not, as they had hitherto been, a pic-nic followed by a scramble for pice. The evil of giving tiffin-money was that lots of boys came for the sake of the tiffin, and the examiners thought, with mistaken kindness, that every boy who took the trouble to come so far ought to be paid for his trouble, whether he deserved a reward for progress or not. The evil of sending out the money beforehand was that the examiners, knowing how much they had to spend, spent it all, whether the pupils deserved so much or not; and in order to leave out as few as possible, they sub-divided the rewards so much

as to give each recipient a mere trifle Now the amount not being known beforehand, the real merits of the candidates are tested, and the Magistrate sends out the money after deciding on the report These meetings will in future be less joyful and amusing, but I hope more earnest and real than they were before "

27. In the Presidency Division the number of upper primary schools rose from 320 with 12,867 pupils to 349 with 14,268 pupils, and that of lower primaries, aided and unaided, from 2,933 with 86,237 pupils to 3,300 with 95,672 pupils. Of the boys of school-going age 4·2 are said to be at school. In the 24-Pergunnahs a change was effected in the manner of payment of gurus, with a view to prevent the appearance at examination of what the Director terms "mushroom schools," *i.e.* schools started just before and closed just after the annual examinations. The payment of a moiety of the rewards to the gurus is now deferred till six months after the examination and after a local inspection A system somewhat similar to the chief guru system of Behar has been introduced into this district by the establishment of stipendiary pathsalas to serve as models for the rest. The teachers of these institutions "assist the Sub-Inspectors by giving notices of examination to the other gurus, finding out unaided pathsalas, and teaching the gurus the mode of keeping registers and preparing returns." The spread of this system might perhaps be encouraged with advantage in other districts. The lamentably heavy mortality from fever and cholera in Nuddea caused a falling off in the numbers attending school in that district, which it may be hoped is only temporary. In the Dacca Division primary education made considerable progress during the year, the number of upper primary schools having risen from 173 with 6,592 pupils to 211 with 8,670 pupils, and that of lower primary schools from 2,252 with 61,660 pupils to 3,334 with 78,811 pupils. Of the children of school-going age, one in 4 7 is said to be at school In Mymensingh a modification of the chief guru system has been introduced with great advantage. The primary schools inspected have increased both in number and efficiency. The interest displayed in the pathsala examinations is said to be keen, and it is gratifying to learn that gurus failing to show good results have in some cases been turned out by their employers. In the Chittagong Division the number of upper primary schools rose from 87 with 3,127 pupils to 108 with 4,605, and that of lower primary schools from 2,351 with 51,020 pupils to 4,602 with 95,860 pupils, no less than one in every 2·4 boys of school-going age being at school. If these figures are trustworthy, the result is exceedingly creditable to the division. The increase indeed is so enormous that, if there be no mistake in the figures, some special causes were probably at work, of the nature of which the Lieutenant-Governor would wish to be informed. In Tipperah the number of stipendiary schools has been reduced from 294 to 272, the money thus set free being utilized for rewards. The conditions on which the stipends are paid, viz. that fees are taken from the boys, that the guru is to be competent and to teach the standard of the school, and that the people shall provide a house, furniture, and diet expenses for the guru, seem well calculated to promote the efficiency of the stipendiary schools, and to secure a sufficient amount of interest in education on the part of the inhabitants of the district. Inspecting pandits resembling chief gurus have also been appointed for each thana. The Rajshahye and Cooch Behar Division remains backward in the matter of education, only one boy in 9·5 being at school, though the advance from 1,725 primary schools with 42,615 pupils to 1,851 with 49,407 shows that some progress is being made. In the Julpaiguri district an attempt is being made by the Deputy Commissioner to establish ploughing classes in connection with the pathsalas, with a view of improving cultivation and of removing the idea prevalent among the *jotdars* of the Terai that education unfits their children for agricultural work In Darjeeling some hill schools are under supervision of the Scotch Mission, and have made considerable progress It is stated that there is reason to believe that the inclusion of religious teaching in the course of study serves in some cases to discourage parents from sending their children to school ; but it can hardly be expected that Christian missionaries will devote their time to the work of education among uncivilized tribes, unless some religious instruction form portion of the school course. The Lieutenant-Governor had understood that to the various Bhuddist monasteries and hermitages in this district schools were attached. He would be glad in future reports to learn the extent and character of the instruction given in those schools, and the value of Llamas to the Department as teachers.

28. In the Patna Division, where the chief guru system is in force in every district, the number of upper primary schools has risen slightly from 240 to 248, but a slight falling off has taken place in the number of pupils from 8,556 to 8,450, the loss being attributed to the conversion of some of the best schools of this class into middle vernacular schools. The total number of lower primary schools in existence at the close of the year was 9,933 with 111,607 pupils, against 9,757 with 111,490 pupils at its commencement. These figures do not, however, represent the real increase, as no less than 664 schools in the district of Gya were transferred from the lower primary class to that of "indigenous schools." The extension of the chief guru system led to the transfer of nearly half the unaided pathsalas to the aided list. Altogether one boy in 7·6 is at school in the division. In the Bhagulpore Division education is said to have made considerable progress, and one boy in 6·8 is at school. The number of upper primary schools rose from 202 with 6,795 pupils to 254 with 8,662 pupils, and that of lower primary schools from 6,649 with 66.277 pupils, to 7,250 with 73,151 pupils. Recent disclosures, however, have made the Lieutenant-Governor doubt the accuracy of statistics of education in Bhagulpore. Some progress is being made in the education of Sonthals in the portions of the Bhagulpore Division which lie outside the limits of the Sonthal Pergunnahs. In the Jamui and Sudder sub-divisions of Monghyr there are 175 Sonthals at school, and 347 in the Banka sub division of Bhagulpore. Large numbers of Sonthals have recently emigrated into the Barinda or eastern portion of Malda, and it is hoped that the efforts which are now being made for the education of the other aboriginal people of that tract may be successful with the Sonthals also. In the Sonthal Pergunnahs the number of upper primary schools rose from 20 with 704 pupils to 24 with 934 pupils, while that of lower primary schools advanced from 690 with 9,231 pupils to 830 with 14,457 pupils, 40 and 23 respectively being under the management of the Church Missionary Society and Indian Home Mission, and 767 under native management. Besides Sonthals, 234 Paharias were at school.

29. In the Chota Nagpore Division there was an advance from 31 to 46 in the number of upper primary schools, and a decline from 972 to 953 in that of lower primary schools. The latter was not caused by any falling off in the number of pupils, which rose from 26,193 to 27,088, but by an extension of the grant-in-aid system, which led to the transfer of some unaided schools to the aided list, and probably also to the increased popularity of the schools which had proved their efficiency by success at the Scholarship examinations. Except in Manbhoom, the system of payment by results has not been introduced to any great extent, though it is said to have been in force in Hazareebagh for five years with poor results—a fact which would seem to indicate rather want of energy in its application than defects in the system itself, for there is no reason apparent why it should be less successful in this division than elsewhere in the province. In Hazareebagh it is proposed to introduce the chief guru system, which will probably be productive of good effect. The particulars given regarding progress made in the education of the aboriginal tribes in the Singbhoom district is scanty; but it is stated that Kol villages have in some instances applied for schools—a demand which the Lieutenant-Governor hopes that it may have been found possible to meet.

30. The progress of education in the Orissa Division continues satisfactory. Of the boys of school-going age, one in 2·5 is at school; and the number of upper primary and lower primary schools rose from 145 with 3,395 pupils to 149 with 3,757 and 6,737 with 74,559 pupils, to 7,621 with 86,395 pupils. The increase was most marked in Cuttack, and is there ascribed to an increase in the number of inspecting pandits. In the Tributary States a considerable increase has taken place in the number of schools under the supervision of the Educational Department; and though this fact does not imply the establishment of any large number of new schools, it is, it may be hoped, indicative of a noteworthy addition to the efficient teaching power of the mahals. Altogether 29,182 pupils from 8,196 primary schools appeared at the Primary Scholarship Examination, of whom 15,987 were successful. From the Patna Division alone 10,241 pupils appeared and 6,540 passed. Four thousand six hundred and thirty-six candidates, of whom 2,122 passed, competed from the Burdwan Division; 3,631, of whom 1,903 passed, from the Bhagulpore Division, and 3,192, of whom 1,725 passed, from the Orissa Division.

Revised rules for the award of lower primary scholarships have been sanctioned since the close of the year.

31. *European and Eurasian education.*—The number of schools for Europeans and Eurasians, and the expenditure on them in the year under review and the previous year, are compared in the following table:—

	Number of schools		Number of pupils		Government expenditure, 1881-82.
	1880-81.	1881-82.	1880-81	1881-82	Rs
Government schools ...	1	1	33	41	8,594
Aided „ .	41	43	3,762	4,546	74,122
Unaided „	10	9	1,116	1,030	.....
	52	53	4,911	5,617	82,716

Of the 5,617 pupils, 3,147 are boys and 2,470 girls. Thirty-two of the schools, attended by 4,362 pupils, are situated in Calcutta; 24 of them, with 3,418 pupils, being aided and the remainder unaided institutions. The aided high schools remain six in number, but the Doveton school is not included among them, having lost its grant at the commencement of the year, and not having drawn the smaller grant subsequently sanctioned until after its close. In consideration of improvement now manifest in the condition of the school, the grant made to it has recently been renewed. The St. Xavier's School received a grant during the year. The unaided Calcutta High School ceased to exist owing to the death of the proprietor. A system of payment by results for European and Eurasian schools, which is fully described in the report, was sanctioned at the commencement of the year, and an examination was held with a view to its introduction in November and December 1881. The revised system has been introduced since the close of the year. Under it account will be taken of the average attendance of pupils as well as of their proficiency as tested by examination; and the grants, to avoid the hardship which might otherwise be caused by temporary fluctuations, will be calculated, as soon as it is practicable to do so, upon the results of two years' experience in each case. Some modification of the standard of examination contemplated in the scheme as originally framed has been rendered necessary to meet the recommendations of the Committee which has recently been sitting, under the orders of the Government of India, to consider the whole question of European and Eurasian instruction.

32. Of the European and Eurasian schools situated outside Calcutta, one only—the Convent School at Bankipore—was unaided during the year (it has since received a grant). Of the rest, one—the Kurseong boarding school—is entirely supported by the Government, and the remainder receive grants-in-aid, three being high schools, ten middle schools, and six primary schools The most flourishing of the schools of this class are situated in the hills of the Darjeeling district. The St. Paul's School at Darjeeling has now 134 pupils, each pupil costing Government on an average Rs. 3-7-8 a month, against 107 pupils costing Rs. 4-15 in the previous year. Eight candidates from this school passed the Entrance Examination, and nine altogether are reading for the F. A. Examination—six being in the first-year and three in the second-year class. Two pupils went to England and passed the preliminary examination for Sandhurst. From the St. Joseph's Seminary, which has 51 pupils on the rolls, three competed and were successful at the Entrance Examination, two being placed in the first division and one in the second. The number of pupils at the middle English boarding school at Kurseong was 41 (28 boys and 13 girls), and the results of an examination held in November are reported to have been satisfactory. Seven schools are supported by the East Indian Railway Company with a grant-in-aid from the Government. Altogether 85 European and Eurasian candidates appeared at the Entrance Examination against 71 in the previous year, of whom 56 passed against 48.

33. *Female Education.*—A marked increase in the number of girls' schools and of girls under instruction is reported to have taken place during the year thus—

	1880-81		1881-82.	
	Schools	Pupils.	Schools	Pupils.
Government Schools	2	307	2	299
Aided „	731	15,849	963	17,996
Unaided „	107	3,607	77	2,723
	940	19,763	1,042	21,018

34. The girls' schools supported by the Government are the Bethune School at Calcutta and the Eden School at Dacca. The former has 106 pupils, of whom six are matriculated students of the University, three studying for the B. A. and three for the F. A. Examination. Miss D'Abreu and Miss Abala Dass, who had passed the F.A. and Entrance Examinations respectively with first grade scholarships, have joined the Madras Medical College. The Eden School has 199 pupils, of whom three passed by the Middle English Scholarship and 11 by the Lower Primary Scholarship standard in 1881. Besides the schools already mentioned, there are in Calcutta four zenana agencies, two normal schools, three orphanages, and nine schools, all which are aided by Government for the promotion of female education among natives, and all but one of which are attended by native girls.

35. In the Presidency Division a decline has taken place in the number of pupils attending girls' schools from 5,171 to 4,807, though the number of such schools has risen from 173 to 192, but an increase from 2,855 to 3,168 in that of girls attending boys' schools, the net result being a decrease of 51 in the number of girls under instruction. The falling off was most marked in the district of the 24-Pergunnahs, in which it is said that many private schools were closed. The Lieutenant-Governor would be glad to learn the cause of this decline in one of the most advanced districts of Bengal. In the Burdwan Division the number of girls' schools rose from 75 with 1,689 pupils to 91 with 2,075 pupils, and that of girls attending boys' schools from 4,315 to 6,018. Liberal scholarships are given for girls in all the districts of this division except Beerbhoom. The scholarships are awarded on the result of the examination of the Uttarpara Sabha, which continues apparently to do good work in the promotion of female education. In the Dacca Division the number of girls' schools was 213 with 3,418 pupils against 132 with 2,441 pupils in the previous year; while the number of girls attending boys' schools rose from 2,879 to 4,651. Of the total number of girls under instruction in girls' schools, 14 are in the middle and 68 in the upper primary stage, while of those in boys' schools, 61 attend middle English, 264 middle vernacular, and 400 upper primary schools. In Backergunge two girls gained scholarships, one easily beating all the boy candidates. In the same district a Mahomedan girl passed the Scholarship Examination for the first time. In the Chittagong Division the number of girls' schools rose from 130 with 1,505 female pupils to 183 with 2,123 pupils, and that of girls attending boys' schools from 1,280 to 2,831. There was a falling off from 11 to 9 in the number of girls' schools in the Patna Division, and from 306 to 254 in the number of children attending them; but the number of girls reading in boys' schools rose from 1,870 to 2,148. Nearly the whole of the latter are to be found in the Durbhunga district, where liberal rewards are given for girls who have made any progress at all in education. It is a question for the consideration of the Local Committees of the other Behar districts whether similar means might not be taken in them to encourage female education. In the Bhagulpore Division there was an increase from 22 girls' schools with 329 pupils to 29 with 396 pupils, and the number of girls attending boys' schools was 518 against 311 in the preceding year. The Lieutenant-Governor is disposed to agree in the view expressed by the Assistant Inspector that, in places where female education is backward, the money available for its encouragement can best be spent on the promotion of the attendance of girls at boys' schools. In the Chota Nagpore Division, as in Behar, female education is backward. The number of girls attending girls' schools fell from 383 to 368, notwithstanding an increase from 13 to 14 in the number of such schools. Boys' schools were attended by 841 girls. In the Orissa Division there was also a falling off in the number of girls attending girls' schools from 883 to 823, but that of girls reading in boys' schools rose from 929 to 1,623. The large majority of the pupils were Hindus, 237 being Brahmins.

36. The following account of the progress made in the zanana agencies is reproduced as being of considerable interest:—

"Mrs. Monomohini Wheeler, Inspectress of Schools, has furnished progress returns of 1,841 pupils reading in zananas, or in schools mainly connected with zanana agencies The standards under which they were examined are the following:—The primary stage, lower section, is that of a pupil who can read little words, can distinguish the different letters composing the words, can write the alphabet neatly, can enumerate up to 50, and who

has not gone beyond that standard. In the higher section of the primary stage, a pupil should at least be able to read little stories, to spell words with compound letters, to write easy sentences from dictation, and to write and count the numbers up to 1,000. If she can answer questions about the stories she has been reading, can write such stories from dictation, can read, spell, and explain compound words, can enumerate up to five figures, with ciphers, and do a simple addition sum, she is on the upper limits of the primary, and close to the middle stage. In the middle stage she should read *Bodhodoy*, write and spell well, and do addition and subtraction. If she further knows a little grammar and the definitions of geography, can write and spell faultlessly, can turn a piece of poetry into prose, and do a multiplication sum, she is approaching the confines of the upper stage. Applying these standards, Mrs. Wheeler reports that of the 1,841 female pupils examined, 1,381 are in the lower primary stage, 408 in the higher primary, 49 in the middle stage, and three in the upper stage. In the previous year, out of 2,192 examined, 1,882 were in the lower primary, 268 in the higher primary, 41 in the middle, and one in the upper stage. It is therefore evident that some progress has been attained during the last twelve months. Still the great bulk of the pupils are in the lower stage. The ages of the pupils examined varied from 4 to 40 in all the agencies except that of the Society for the Propagation of the Gospel, the maximum age of pupils in that agency being 14 years. In the schools under native managers the maximum age is 10 years. Again, of the 1,841 examined, 367 are found to have attended schools for periods ranging between two and four years, 452 between one and two years, and 362 under one year, no note being taken of 660 pupils, who were mere infants The Inspectress would like to see the teachers visit the houses of their pupils, especially when girls are absent from school, as such a course would make the girls as well as their parents feel that the teachers take real interest in them. The Inspectress is also inclined to recommend the introduction of fees in girls' schools, and to discontinue the present system of giving prizes indiscriminately to all pupils, instead of to those only who show real progress in their studies. 'It would be a very good thing,' adds Mrs. Wheeler, 'if girls were followed up from school into the zananas. I know in some cases it is done, but these are very few. I think it should be the rule not to lose sight of a girl when she leaves school to be married. Of course if she goes right away where there are no mission agencies, she is quite out of reach, but so long as she is anywhere within reach of any mission, the mission in whose school she has been a pupil should, I think, make her over, as it were, to them Perhaps it could not be done in every case; but, if it were the rule, I am certain much good would result, and the real requirements of zanana education be fulfilled, and the teachers also, I should think, be more satisfied with their work; for it is infinitely more pleasant to teach a young girl, who has been grounded in a school, than begin to teach a woman of 25 or 30, who has up to that time been quite innocent of any reading, writing or arithmetic.'

The Lieutenant-Governor approves Mrs. Wheeler's proposal to charge fees. A system of gratuitous education is in his opinion usually a mistake. When people have to pay for education, they strive to have their money's worth; in other words fees are an incentive to study. Mr. Rivers Thompson also approves the suggestion as to limitation of prizes. The practice is abused everywhere, both in boys' and girls' schools, and some check upon indiscriminate distributions is very desirable.

Special Instruction.

37. *Law.*—The number of Government colleges to which a law class is attached remained unchanged at seven, but the numbers of law students fell from 367 to 270. The loss was, however, more than made up by the opening of a law class with 190 pupils in connection with the Metropolitan Institution, where lower fees are charged than at the Government colleges. The classes continue self-supporting Pleadership classes have recently been opened in connection with the second class colleges at Chittagong and Midnapore. Out of 103 candidates at the B. L. Examination, 67 were successful, but two only were placed in the first division.

38. *Medicine*—The number of college students declined from 123 to 117, and that of the students in vernacular schools from 503 to 310 In the Medical College the year commenced with 123 students, 51 old students rejoined and 64 new pupils were admitted. At the close of the session 17 students, of whom seven were senior scholars and ten paying students, passed the M.B. or L.M.S. Examination, and 14 hospital apprentices passed and left for regimental duties. Four native *dhais* passed in midwifery during the year against eight in the previous year. The Campbell Medical School showed a large falling off in the number of its pupils, from 244 to 149, in consequence of the enforcement of a higher entrance standard. It is said, however, that the result of the change has been that better students are turned out. The Dacca College showed an increase from 87 to 97 in the number of students, but the result of the examinations was not known when the report

was submitted. The number of pupils at the Temple Medical School at Patna was 102 against 146 in the previous year, three being military and the rest civil students. Of the former two passed the junior examination, and of the latter 19 passed the final and 32 the junior examination. The number of students at the Cuttack Medical School was 30 against 26 in the previous year, and five passed the final examination for the diploma. The first examination was passed by 11 candidates against 3 in the previous year.

39. *Engineering.*—The number of students on the rolls of the Seebpore College at the close of the year was 170 as compared with 172 in the previous year. The year was remarkable for the general strike which occurred among the native students in consequence of the punishment inflicted on one of their number for carelessness and disobedience of orders. As the students adopted an attitude of insubordination, their expulsion became necessary, but this order was, on the tender of a suitable apology, subsequently modified to one of rustication for six months. The result, however, of the movement was a serious interruption to the studies of the students and a temporary decline in their numbers. Owing to the extension of the course from three to four years, no students presented themselves for the University examination. The engineering classes numbered 41 at the opening of the college in November. The same cause led also to a decline in the civil and mechanical overseer classes, which numbered 97 at the beginning of November against 105 in April. The results of the final examination were satisfactory. Out of 20 candidates 18 were successful, most of whom have already found employment. The results of the examination of the second and third-year students were good, but those of the first-year students less satisfactory, only 9 out of 16 having succeeded in passing. The health of the College showed considerable improvement. A volunteer corps, numbering about 50 members, was started in the College during the year, and an athletic club was opened for Europeans and natives alike.

40. *Survey and Industrial Schools.*—The Dacca Survey School showed a slight falling off in the number of pupils from 30 and 16 in the first and second-year classes respectively to 27 and 15. Fifteen out of the 17 students who appeared at the first-year examination qualified for promotion, and out of 23 candidates at the final examination 15 passed. At the Patna School the numbers in each class (nine in the second-year and 20 in the first-year) remained unchanged. At the final examination, out of nine candidates eight were successful, and nine out of ten first-year students qualified for the second-year class. The Lieutenant-Governor learns with satisfaction that the students have acquired a better knowledge of English, and that there is a larger demand than formerly for pupils of the school. The number of students at the Cuttack School was 43 against 44 in the previous year. All the 16 candidates at the final examination were successful. Industrial schools exist at Dehri, Ranchi, and Nawadi, which appear to be doing useful work.

41. *School of Art.*—This school, which numbered 77 pupils at the close against 80 at the commencement of the year, is reported to maintain its high standard of efficiency. The Art Gallery is popular, and on the 152 days during which it was open to the public it was visited by 3,478 pupils. The gallery was enriched by several new works of art; one—the Battle of Trafalgar by Luny—the gift of Lord Northbrook. "The Committee," says the report, "are greatly indebted to His Lordship, not only for this valuable gift, but for the trouble he has taken in selecting works of art for the gallery and for the unremitting interest he has shewn in its welfare."

42. *Normal Schools.*—There were 16 normal schools in existence at the close of the year. The vernacular mastership examination resulted in the award of certificates to 218 out of 251 candidates—44 being placed in the first, 63 in the second, and 111 in the third grade. The proportion of successful candidates was much higher than in the previous year, when 134 passed out of 250. All the passed pupils from Government schools at once obtained employment, and the supply of trained teachers is everywhere below the demand. This is especially the case in Behar. The largest of these schools are those at Hooghly and Patna, with 102 and 93 pupils respectively. The latter has 12 Mahomedan pupils, who are said to take as readily to Hindi as the Hindus. In Midnapore a normal school has been established for Sonthals, and is attended by 49 male and 30 female students. Of these 71 are genuine Sonthals, and the rest Bengalis and Uriyas.

43. *Madrasas.*—The total number of pupils attending the five mufassal madrasas and the Arabic department of the Calcutta Madrasa at the close of the year was 1,089 against 1,006 at its commencement. At the Central Examination of Madrasas 164 candidates appeared, of whom 88 were successful—34 being placed in the first, and 15 and 39 in the second and third divisions respectively. It cannot be said that these results are very satisfactory. Forty-one of the successful candidates came from the Calcutta Madrasa and 17 each from those at Dacca and Chittagong. The total number of students on the rolls of the Calcutta Madrasa at the close of the year was 1,123, of whom 253 belonged to the Arabic and 386 to the Anglo-Persian department. The Collinga Branch School had 484 pupils. The whole of the students of the Arabic department, and all but 13 of those in the Anglo-Persian department, are Sunnis. The Dacca Madrasa numbered 332 pupils at the close of the year against 315 at its commencement, 113 being entered in the Arabic and 219 in the English department. In the Rajshahye Madrasa the number of students is still small. The Chittagong Madrasa numbered 314 pupils at the close of the year, showing an increase of 48 as compared with the previous year The number of pupils at the Hooghly Madrasa rose from 34 to 43, but it can hardly be said that it or the Rajshahye Madrasa has been successful.

44. *Sanskrit Title Examination.*—Fifty-three candidates entered themselves for the title examination, of whom 25 were successful All the candidates except four were Bengalis, two being Uriyas and two Hindustanis. In *Kavya* (literature) 21 candidates appeared, of whom 14 passed. Out of 16 candidates in *Smriti* (law) three only were successful. One-half of the 16 candidates in *Darsana* (philosophy) passed. Four scholarships were founded during the year by the Maharaja of Burdwan and one each for *Smriti* and *Darsana* by Babu Mahini Mohan Ray and Raja Pramatha Bhusan Deb Ray respectively. At Dacca a voluntary association of pandits has been formed for the encouragement of Sanskrit learning. It has an income of Rs 1,500, of which two-thirds are derived from subscriptions, and the remainder is contributed by Government. The association bestows titles on successful candidates

45. *Scholarships.*—The Agricultural Scholarships of £200 a year to enable the holders to study at an English educational college were awarded to Babus Byomkes Chakravarti, M.A., and Giris Chandra Basu, M.A., lecturers at the Seebpore and Cuttack Colleges respectively. The amount expended by the Government on scholarships, exclusive of these two, was Rs. 1,69,788. Besides these, there are available for successful students a large number of scholarships founded by private individuals, many of which are of considerable value.

46 *School-books* —By a Resolution of the 7th January 1882, the duty of preparing lists of text-books suited for use in each class of the middle English and vernacular schools was assigned to the Central Text-book Committee, whose number was augmented by an addition of five well-known native scholars Sub committees were appointed for the preparation of similar lists in Behar and Orissa. The Behar sub committee, besides examining and approving the Hindi and Urdu text-books already in use, gave much assistance in passing there the press editions in Deva Nagri and in Kaithi of the Sanitary Primer. Eight school-books in Hindi were issued from the Patna Press during the year. The Inspector of Schools remarks on the necessity for establishing agencies for the distribution of school-books in Behar subordinate to the Central Agency at Bankipore. The Lieutenant-Governor would be glad to receive a further report on this subject from the Director, with such suggestions as Mr. Croft may wish to make. A grant of Rs. 3,400 was made by the Government for the management of the production of Uriya text-books on geometry, algebra, trigonometry, and botany, and books in all these subjects, except the last, have been submitted to the sub-committee for approval A reward has been offered also for an agricultural primer in Uriya. The Lieutenant-Governor is glad to learn that the need now felt for cheap Uriya maps is likely to be met by the Calcutta School-book Society.

47. In conclusion, the Lieutenant-Governor desires to thank Mr Croft for the care and ability with which he has presided over the management of the Department during the year. The past year has been one of especial difficulty for the Director, as, besides the regular work of the Department, much additional labour has been imposed on him owing to his position in the Education Commission and the Committee appointed by the Government of

India to consider the question of European and Eurasian education. The Director acknowledges the great assistance he has received from Baboos Bhudeb Mukerjêa, C.I.E., and Radekha Prossonno Mukerjea. To these officers the thanks of Government are due as well as to the other officers, both European and Native, of the Department, for the efficient manner in which they have discharged their duties throughout the year.

By order of the Lieutenant-Governor of Bengal,

A. P. MACDONNELL,

Offg. Secretary to the Govt. of Bengal.

No. 94.

COPY forwarded to the Director of Public Instruction for information and guidance.

Circular No. 7.

COPY forwarded to all Commissioners of Divisions for information and for communication to Magistrates of Districts and District Committees.

By order of the Lieutenant-Governor of Bengal,

C. S. BAYLEY,

Offg. Under-Secy. to the Government of Bengal.

CALCUTTA,
The 17th February 1883.

C E G—Reg No 14951C—50—27 2-83